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ABSTRACT

More than ever, our public school system must confront weapons in schools and become aware of steadily rising statistics on youth homicide and suicide. This report delineates the problem, discusses why children carry weapons to school, and outlines strategies for keeping weapons out of schools and for improving school safety. Although some children carry weapons for "show off" reasons, too many regard the display and use of guns as a way of life. With an estimated 120 million guns in private hands in the United States, some of these weapons are bound to show up at school. Underlying the rationale for gun-carrying is our society's tolerance for violence as a way to resolve problems. Weapons may be detected through tips from students, use of security sweeps and searches, and deterrents such as immediate suspension or expulsion, school security forces, crisis intervention teams, and metal detectors. Prevention strategies are important to help students feel safe without carrying guns to school. Some techniques are student/parent nonviolent contracts, community education programs, violence prevention curricula, peer assistance programs, and firearm instruction classes. To increase school safety, educators must be trained in weapons identification and detection, provide adequate supervision, and promote a positive campus climate by teaching social skills within the curriculum. Making campuses safe is everyone's responsibility. Twenty-seven references and supporting articles are included. (MLH)

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WEAPONS IN SCHOOLS

NSSC RESOURCE PAPER

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WEAPONS IN SCHOOLS

On January 20, 1988, a 13-year-old in Clearwater, Florida, threatened to "torture and kill" his social studies teacher because he received a poor grade. When the boy was taken into custody he had in his possession a 9mm pistol, a box of 9mm shells, a .22-caliber pistol loaded with 10 rounds and a switchblade.

An eighth-grader in Portland, Connecticut, who was suspended for refusing to remove his hat, brought a 9mm assault rifle to Portland Junior High School, killed the janitor, and wounded the principal and his secretary.

An Iroquois Central High School senior in Buffalo, New York, had been bullied, threatened and taunted by several other students for weeks. His solution was a sophisticated pipe bomb that he placed into the locker of the student, who was later severely injured by the explosion.

More than ever, our public school system must confront weapons in schools--and this includes more than guns and knives. In Fulton, Kentucky, a student cut another student with a box cutter. In another case, a 15-year-old boy in Dedham, Massachusetts, bludgeoned a classmate to death with a baseball bat.

A "weapon" can be any instrument used to attack another person. In the New York City School District's "Chancellor's Regulation on Carrying Weapons in School," the following are listed as weapons:

* firearm (including a pistol, handgun and any gun small enough to be concealed on the body), firearm silencer and electronic dart gun;
* shotgun, rifle, machine gun or any other weapon that simulates or is adaptable for use as a machine gun;
* switchblade knife, gravity knife and cane sword (a cane that conceals a knife);
* billy (club), blackjack, bludgeon, chucka stick and metal knuckles;
* sandbag and sandclub;
* slungshot (small, heavy weights attached to a thong);
* explosive, incendiary bomb and bombshell;
* dagger, stiletto, dangerous knife and straight razor;
* air gun, spring gun or other instrument or weapon in which the propelling force is a spring or air, and any weapon in which any loaded or blank cartridge may be used (such as a BB gun);
* acid or other deadly or dangerous chemical;
* imitation pistol;
* loaded or blank cartridges and ammunition; and
* any deadly, dangerous or sharp-pointed instrument that can be used as a weapon (such as broken glass, case cutter, chains, wire).

Even a nail file can be considered a weapon when factors indicate that the individual in possession of such an article has the intention of using it as a weapon in order to inflict physical or mental harm.

While school officials are concerned with all weapons, knives, guns and explosive devices present the greatest threat to school safety. Of these three, firearms pose the greatest risk to both students and school staff.

THE EXTENT OF THE PROBLEM

As victims of both homicide and suicide, increasing numbers of our nation's youth are dying from the use of firearms. According to 13 years of statistics recorded in the Federal Bureau of Investigation Uniform Crime Report, at least 1,000 homicide victims each year are youths age 19 and under who are killed by firearms. The American Association of Suicidology estimates that 3,000 youths annually commit suicide with a firearm. Among children, at least 400 unintentional firearm fatalities occur annually.

James R. Wetzel, director of the Center for Demographic Studies at the U.S. Bureau of the Census, stated in the article "Kids and Crime" (School Safety, Spring 1988): "Nearly 3 million incidents of attempted or completed street crime (which is defined as assault, rape, robbery and theft) took place inside schools or on school property during 1986, according to National Crime Survey respondents." Wetzel goes on to say, "Among the more serious personal victimizations were an estimated 61,500 aggravated assaults (25,500 with injury), 44,000 robberies (8,700 with injury) and more than 300,000 simple assaults (80,900 with injury).... A weapon was used in more than 70,000 of these violent crimes, including more than 20,000 with knives and an estimated 1,700 with guns."

In California from July 1, 1987, until June 30, 1988, schools reported the confiscation of 8,539 weapons, including 789 guns, 4,408 knives, 2,216 explosives and 1,126 weapons categorized as "other."

The Detroit Public Schools Code of Conduct Offense Profile for August 1986 through July 1987 listed 519 incidents of disciplinary actions for possession of weapons.

In New York City schools the number of weapons cases increased from 1,495 in 1987 to 1,916 in 1988. And no change occurred from 1986 to 1987 in Chicago's District 299, where 465 weapons possessions were recorded during both school years.

Other smaller school districts may not list large numbers of weapons confiscations, but their concern is just as real. From 1986 to 1987, the number of students disciplined for possession of firearms

in Duval County, Florida, schools increased from 23 to 63. In Nashville, Tennessee, the increase was similar.

These statistics only represent those students who were caught with a weapon. Indications are that many students who bring weapons to school go undetected. A study by a court in Baltimore, Maryland, which was published in the January 11, 1988, issue of Newsweek, found that of 390 city high schoolers polled, 64 percent said they knew someone who had carried a handgun to school within the preceding six months. Sixty percent said they knew someone who had been shot, threatened or robbed at gun point in their school, and almost half of the male respondents admitted to having carried a handgun to school at least once.

Children always have managed to bring a variety of weapons to school--but the weapons available today are much more powerful. While it is true that a knife is still the most common weapon found in schools, increasingly sophisticated firearms also are readily available to students--a situation that has multiplied greatly the potential for serious injury and death.

A school security officer at a recent gang conference in Garden Grove, California, told about getting a tip that a student had a weapon on campus. He caught the student outside of the library and confiscated his duffel bag after wrestling him to the floor. Inside the officer found a fully loaded Uzi 9mm rifle. The boy heard that one of the boys in the library was out to get him--and he wanted to get the other boy first. Many others could have been wounded or killed in the process.

In many of our larger cities, the problem of weapons in schools is exacerbated by an attitude among some gang members that "the bigger your guns get, the badder you are." Los Angeles County Sheriff's Deputy Roy Nunez of the Firestone Station near Watts describes the proliferation of automatic weapons among gangs as an "arms race" in which "no one wants to be left behind."

The existence of realistic-looking toy guns and plastic guns also may present a problem for some schools. Several deaths that have been caused by these deceptive look-alike toys have led to legislation prohibiting toy guns in some jurisdictions. Congress is moving to banish future production of all-plastic weapons because of the problem of not being able to detect them by X-ray machines and metal detectors.

WHY DO KIDS CARRY WEAPONS TO SCHOOL?

Students carry weapons for a variety of reasons. Some do it simply to show off or to show the weapon to a friend. Others carry weapons out of fear--the weapon is for their protection. Many weapons come to school today because of the proliferation of gangs and drug activity.

John Burton, coordinator of Child Welfare and Attendance for the San Bernardino County (California) Schools, points out that an increasing number of young people are holding weapons for older gang members. He says these kids have no intention of doing anything with the weapon themselves and merely are serving as a weapons depository for the gang member.

Herb Graham, director of Police and Administrative Services for the Los Angeles Unified School District, recently remarked that the increase in guns they have confiscated "relates to the scope of the drug trafficking problem in the community."

For many children, the display and use of guns is simply a way of life. In the book Under the Gun: Weapons, Crime and Violence in America, total weaponry in private hands in the United States is estimated to be in the vicinity of 120 million guns. It is not surprising that some of these weapons end up at school. In one case, a 6-year-old first-grader arrived at a Manhattan elementary school with a loaded .25-caliber semiautomatic pistol tucked in his belt. He said he needed to have something for "show-and-tell." The boy did not even think that he had done anything wrong.

Top school security personnel and administrators from across the nation discussed the weapons problem at the Urban School Safety Practicum, which was during April 1988 in Detroit, Michigan. The first-of-a-kind event was sponsored by the National School Safety Center. One of those attending the Practicum, Dr. Patrick Gray, executive assistant superintendent for Dade County Public Schools in Florida, emphasized in reference to gangs: "The gang problem is not a school problem but a community problem, and the school is one of the solutions."

The same thing can be said of weapons. One of the reasons we have weapons in schools is simply because a lot of weapons are in the community. And, according to Under the Gun, having a gun in the house is not a strange phenomenon. The authors estimate that half of the households in this country possess a firearm.

Underlying the reasons cited by students for bringing weapons to school seems to be the attitude within society that violence is an effective way to deal with a problem. Television and movies regularly include violence as an effective problem-solving technique. Even the "good guys" such as Rambo, Rocky and Dirty Harry conquer evil through violent means. And, in the schools, it is not just students who agree with this approach.

While researching material for an article, reporters from the San Francisco Chronicle had three teachers from Balboa High School in San Francisco admit to them that they carry weapons in violation of school district policy. One even displayed the razor-sharp blade he keeps in his jacket for self-defense. The teacher said, "The kids have knives. They have guns in the lockers. What's to stop them from using them?"

KEEPING WEAPONS OUT OF THE SCHOOLS

Intervention Strategies

The consensus among those attending NSSC's Urban School Safety Practicum was that one of the most effective methods for detecting the presence of weapons on school campuses is through tips from the students. Superintendent Arthur Jefferson of the Detroit Public Schools said, "We use portable metal detectors and sweep schools but we don't believe that it's the most effective way to secure the weapons. It is better to use intelligence from the kids." Schools should encourage this type of communication through a student "hot line" or peer program.

Donald McElroy, executive deputy superintendent of the Portland Public Schools in Portland, Oregon, stresses that teachers are the key to developing a climate at school where each student feels responsible to report weapons on campus. During homeroom periods, Portland teachers emphasize that students are not tattletales but are actually doing themselves, others and even the perpetrators a favor by reporting the presence of weapons on campus.

Schools frequently use a variety of sweeps and searches to confiscate weapons. At Grover Cleveland High School in Queens, New York, police conducted a sweep for weapons. They confiscated a cache of brass knuckles, knives and a rifle. McElroy stated, "In Portland, we tell the students up front that we own the lockers and we will search them whenever it's necessary to find weapons." The crack of gunfire on February 11, 1988, which caused the death of an assistant principal at Pinellas Park High School in Pinellas County, Florida, has led to the institution of random searches of students at that school.

Some students are deterred from carrying weapons to school if they know they face immediate suspension or expulsion. Clear school policy in regard to weapons violations is critical. In St. Louis, Missouri, the possession or use of weapons or dangerous instruments results in the immediate removal of the student from school, a hearing and a recommendation for expulsion from the St. Louis Public Schools system. In Providence, Rhode Island, a student caught with a weapon is automatically suspended for 60 days. In Polk County, Florida, students found carrying guns are recommended for expulsion for the remainder of the current school year as well as the following school year. In the New York City School District, possession of a weapon will result in an automatic superintendent's suspension and the summoning of police. A weapons violation in Detroit often leads to a permanent expulsion from the district. According to the California Education Code, a student who uses a weapon at school may not attend public school in California until a hearing is held to show the Board of Education that the student is no longer a risk.

Although expulsion may solve the district's immediate problem, it is

not an effective long-term solution to the larger community problem. San Bernardino's John Burton says that "to remove students who have weapons from school and put them on the street with their weapon is to put out the fire at school but in the process spread it into the street." Expulsion simply is not a unified approach to dealing with the problem, Burton maintains.

An effective school security force also can serve as a deterrent for students who are tempted to bring weapons to school. A security force can help to protect the school's perimeters against intruders as well. Not all weapons brought onto a campus are carried by students. On May 20, 1988, Lori Wasserman Dann entered Hubbard Woods Elementary School in a quiet suburb north of Chicago carrying three handguns. Before she left, five children had been wounded and one 8-year-old boy was dead. She simply walked into the school and started shooting. The only possible way to have stopped her would have been to secure all of the school's perimeters.

A series of school shooting sprees have occurred in the months since the Chicago incident. In September 1988, a 19-year-old man opened fire in the lunchroom at a South Carolina elementary school, killing two students and injuring nine others. Just days later, a gunman fired three shots at a group of children playing on an elementary school playground in Mascotte, Florida, seriously wounding a student. In Texas a 10-year-old fatally shot a school bus driver during November, and a Virginia teacher was fatally wounded during December 1988 after a dispute with a student over his grades.

The worst act of violence ever to occur on a school campus happened on January 17, 1989, in Stockton, California, where a man toting a semiautomatic rifle opened fire on an elementary school playground, killing five children and wounding 29 others before shooting himself. Although tighter security measures are no guarantee that such disasters can be prevented, they can serve as a deterrent for the thousands of other incidents of crime and violence that school officials across the nation now face daily.

One strategy used by some school officials assumes that weapons can make it onto campus but that they will attempt to make it difficult for students to hide or transport them after they arrive. In Montgomery, Alabama, for example, students may carry only clear plastic or mesh book bags so that any concealed weapon is more readily visible. In Baltimore, Maryland, coats and book bags must be kept in lockers during the school day. Reuben Trinidad, principal at William C. Overfelt High School in San Jose, California, accomplished the same objective by removing the school's lockers.

In Buffalo, New York, in at least some cases of weapons possession, students are sent to a counseling program run by William L. Gaiter, a civil rights leader and community activist. The program endeavors to change the attitudes of students so that weapons are less likely to show up in school again. The program focuses on self-discipline and self-image, rules, respect, avoiding unnecessary conflicts and

career planning. Students are taught to avoid situations in which they think weapons are necessary, and they learn how to deal with conflicts in ways that don't depend on confrontations or threats.

Based on the view that "any and every act of juvenile delinquency has multiple causes," Arnold P. Goldstein and Barry Glick have developed a book and program titled Aggression Replacement Training: A Comprehensive Intervention for Aggressive Youth. They found that "delinquents frequently possess a series of interlocking and often reciprocally compounding deficiencies." Goldstein and Glick attribute the following characteristics to delinquents: 1) They are weak or lacking in many of the skills that lead to effective prosocial behavior. 2) They are over-reliant on aggressive means for goal attainment. 3) They do not know how to control their anger. 4) They tend to be more self-centered and have more primitive levels of moral reasoning. Aggression Replacement Training seeks to intervene with the aggressive youth through the use of structured learning, anger control training and moral education.

A crisis intervention team also can help troubled students cope with crises that otherwise might cause them to bring a weapon onto campus. Shootings, arrests and natural crises often lead to depression and frustration. Mimi Test, assistant principal at Valhalla High School in El Cajon, California, leads a crisis intervention team that is prepared to go to any campus in the district when a crisis occurs. In the midst of or immediately following a crisis, the team meets with the students and offers them a sense of safety and security through hours of talking about the crisis. They give the students an opportunity to ventilate their fears and frustrations. Finally, they prepare them for the time when the anger will go away. The key to an effective crisis intervention team is that you use all of the available resources in your community.

One of the most controversial methods for confiscating weapons is the use of metal detectors. All of the 1,600 students at Chester High School south of Philadelphia must pass through a metal detector at the school's front entrance. Detroit has used metal detectors on a widespread basis since 1985. Under a new security policy adopted by Montgomery, Alabama, school officials, walk-through metal detectors will be used on a random basis in the district's middle and high schools.

Frank Blount, director of security for the Detroit schools, now conducts surprise searches of schools when there is reason to believe disturbances may be imminent. Male and female students walk through portable, stand-up metal detectors. If necessary, hand searches are conducted in a separate holding room. Confiscated weapons are turned over to the police. But even Blount, who supports the use of metal detectors, gives the following qualifier: "Everybody thinks metal detectors are the be-all and end-all. But it's just another deterrent. It's not a pleasant thing, but it's one of the many things you have to do to bring to the attention of

people that you have a problem."

These strategies can help school administrators confiscate weapons on campus, make it difficult for a weapon to be used after it arrives, and intervene in the life of a student who brings a weapon to school. The actions of some school districts may seem harsh to some. But Richard Green, chancellor of the New York City Public Schools, is correct in stating, "I think it's harsh when you have guns and weapons in school. That's my definition of harsh."

Although there is no guarantee that a school ever will be completely safe from such heinous crimes, NSSC recommends these security measures to lessen the chances of violence occurring on campus:

* School districts should coordinate a local "school security committee" or task force comprised of school officials, law enforcers, other youth-service providers, parents and students to plan and regularly update school safety and security measures.
* School site administrators must acquire "crime-resistance savvy" and take greater responsibility in working with the school board and district to implement site security programs.
* Schools must develop a comprehensive crisis management plan that incorporates resources available through other community agencies.
* A school communications network should be established that links classrooms and schoolyard supervisors with the front office or security staff as well as with local law enforcement and fire departments.
* School staff should be informed and regularly updated on safety plans through in-service training.
* Parents and community volunteers should be utilized to help patrol surrounding neighborhoods and supervise the campus before, during and after school.
* Access points to school grounds should be limited and monitored during the school day. A single visitor entrance should be supervised by a receptionist or security officer. Visitors must sign in at the reception area and wear an identification pass. Delivery entrances used by vendors also should be checked regularly.
* Students should be taught to take responsibility for their own safety by reporting suspicious individuals or unusual activity on school grounds and by learning personal safety and conflict resolution techniques.

Prevention Strategies

Prevention strategies are important if administrators are going to keep weapons out of school. Good intervention strategies can help students think twice about taking a weapon to school. But what strategies can help students to feel that they do not need to carry a weapon?

Maintaining a positive school climate where students feel safe sends the message that students do not need to bring a weapon to school. At George Washington Preparatory High School in Los Angeles, the school motto is: "We are Family." All students are asked to sign a non-violent contract with their parents. The school conducts periodic peace marches in the community. Former principal George McKenna, now superintendent of the Inglewood (California) School District, believes a familial atmosphere is crucial in keeping crime and violence out of school.

Baltimore County, Maryland, recently began a 33-month pilot community-education program run by the police department that is designed to change attitudes toward guns in the county. The program has three phases. The first two phases focus on presenting information to current and prospective gun owners on gun safety and the risks of gun ownership. Phase III involves inter-departmental cooperation and targets schoolchildren. The curriculum being prepared for kindergarten through 12th-grade students teaches dispute-resolution techniques and attempts to counter the images that make guns appealing to children.

Public awareness is a strategy of the Baltimore City, Maryland, Public School District. Larry Burgan, chief of School Police, stated that their poster campaign has increased public awareness of the problem. A large picture of a gun pointed at the reader has the caption, "GUNS KILL. KEEP THEM OUT OF SCHOOL!" At the bottom it says, "CALL SCHOOL POLICE" and has a telephone number. The campaign also includes a gun hot line number, which is monitored by school security personnel, and information can be called in anonymously.

A violence-prevention curriculum can help change attitudes toward weapons by teaching conflict-resolution skills. One such manual, Violence Prevention Curriculum For Adolescents by Dr. Deborah Prothrow-Stith, was developed and tested in Boston, Massachusetts schools through the Boston Youth Program. According to the manual, the curriculum addresses the issues of violence and homicide among young people by helping students to become more aware of "homicide and the factors associated with it, positive ways to deal with anger and arguments (the leading precipitants of homicide), how fights begin and how they escalate, and the choices, other than fighting, that are available to young people in conflict situations."

Another curriculum, prepared by the Community Board Center for Policy and Training in San Francisco, California, is titled Conflict Resolution: A Secondary School Curriculum. The curriculum is designed to help secondary students better understand and resolve the conflicts they encounter in their own lives--at school, at home and in the community. The program is divided into five parts: 1) understanding conflict, 2) conflict styles (three basic styles of resolving conflicts and the effectiveness of each are considered), 3) a description of the communication process, 4) skill building in basic positive communication behaviors, and 5) providing practice in an informal collaborative conflict-resolution process.

Peer counseling programs also can help change the attitudes of youth toward violence. Peer helpers are students who have recieved training in empathetic listening and conflict-resolution skills. At Granada Hills High School in Granada Hills, California, a troubled student may approach any number of peer helpers to talk about his or her problems. Students also may go to the Peer Assistance Center to talk with peers or trained counselors. The Center advertises itself as a place where a student can get information, counseling or referral regarding alcohol and drug use, child abuse, coping with adult authority, death and dying, divorce and separation within the family, dropping out, improving family communication, family concerns, financial problems, gang violence, handling an emotional crisis, health issues, legal problems, loneliness and friendship, peer pressure, prejudice and discrimination, relationship difficulties and dating, and running away. Students also may receive tutoring or help with other school-related concerns such as developing good study skills.

The peer assistance philosophy is that when students have a problem and want to discuss it, they usually go to a friend. The advantage of a peer counseling program in helping keep weapons off campus is the assistance that it gives the student in discussing and working through a problem in a non-violent manner. It is a place for a troubled student to turn for help.

Another approach to the problem of weapons in schools focuses on the natural fascination that many young people have with guns. In Program Development: Guidelines for Gun Safety and Shooting Education In Schools, the National Rifle Association proposes a school curriculum that would provide classroom instruction about "the safe handling of firearms as well as specific skills and attitudes...." The material includes sections on justifying, planning and implementing the program.

Local jurisdictions also could pass legislation requiring firearm owners to secure their weapons through the use of gun safes. Much like a safety cap on a medicine bottle, a gun safe keeps a firearm tightly locked away from children. Parents may be held liable for the irresponsible storage of a lethal weapon under local codes.

Other prevention strategies may include home firearm safety courses. Local police could provide demonstrations on the destructive power of firearms coupled with testimonials from victims. Legislators should look at increased criminal and civil penalties for the parents of children who use weapons in the school or community.

SAFE SCHOOLS

Carrying weapons has become an acceptable risk for too many students. The presence of weapons on campus places the entire academic community at risk and makes everyone a potential victim. A 1988

survey of superintendents and top security officials from the nation's largest urban school districts listed weapons on campus as one of their five most serious concerns. The newspaper headline "Reading, Writing and Ducking Bullets," which appeared in the Ardmore, Pennsylvania, Main Line Chronicle, presents yet another poignant commentary on the state of affairs created by weapons in our nation's schools.

But more important than recognizing the problems that weapons in school cause is the development of effective strategies to deter and prevent such problems. Strategies may include training educators in weapons identification and detection, providing adequate supervision both in and outside of the classroom, teaching pro-social skills within the curriculum to promote a positive campus climate, and fostering interpersonal success in conflict resolution. Peer assistance programs have contributed to the reduction of assaults and cases of campus intimidation. Serious offenders should be removed from regular schools and provided with a more secure educational placement.

Making campuses safe is everyone's responsibility--parents, educators, law enforcers, judges and youth-serving professionals as well as students. Keeping weapons off campus is an obvious step toward making schools safer and more productive for all of America's children.

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City School District of the City of New York:
Chancellor's Regulation on Carrying Weapons in School.
A-430, Students' Volume
Abstract

Any person carrying a weapon in a school building, facility or contract vehicle used to transport students to and from school poses a clear and present danger to other students and staff and is subject to suspension by a superintendent or the executive director of the Division of Special Education, as well as possible criminal or juvenile delinquency prosecution. As used hereafter throughout this *Regulation*, the term "superintendent" indicates the executive director of the Division of Special Education or his designee in suspensions involving special education students as defined in *Regulation of the Chancellor* A-445, and in suspensions involving other students, the community, borough or assistant superintendent, as appropriate. *Regulation of the Chancellor* A-440, Suspension of Other Than High School Students, and *Regulation of the Chancellor* A-441, Suspension of High School Students, governs the suspension of students carrying weapons, except as otherwise provided in this *Regulation*.

I. AUTOMATIC SUPERINTENDENT'S SUSPENSION AND SUMMONING OF POLICE

Possession of the following weapons will result in an automatic Superintendent's Suspension:

- Firearm (including a pistol, handgun and any gun small enough to be concealed on the body), firearm silencer and electronic dart gun;
- Shotgun, rifle, machine gun or any other weapon that simulates or is adaptable for use as a machine gun;
- Switchblade knife, gravity knife and cane sword (a cane that conceals a knife);
- Billy (club), blackjack, bludgeon, chucka stick and metal knuckles;
- Sandbag and sandclub;
- Slungshot (small, heavy weights attached to a thong);
- Explosive, incendiary bomb and bombshell;
- Dagger, stiletto, dangerous knife and straight razor; and
- Air gun, spring gun or other instrument or weapon in which the propelling force is a spring or air, and any weapon in which any loaded or blank cartridge may be used (such as a BB gun).

Possession of any of these weapons is totally proscribed for all

staff, students and school visitors, and it constitutes grounds for criminal arrest, regardless of whether the weapon is loaded. A police officer is to be summoned for the purpose of making an arrest. The Bureau of School Safety is to be notified immediately, and all procedures described in *Regulation of the Chancellor* A-412 are to be followed.

II. SUPERINTENDENT'S SUSPENSION AND SUMMONING OF POLICE AT THE DISCRETION OF THE PRINCIPAL

Mere possession of certain other articles is forbidden and, under most circumstances, will result in a Superintendent's Suspension. The Bureau of School Safety is to be notified immediately, and all procedures described in *Regulation* A-412 are to be followed.

Possession of the following articles is forbidden:

- Acid or other deadly or dangerous chemicals;
- Imitation pistol;
- Loaded or blank cartridges and ammunition; and
- Any deadly, dangerous or sharp pointed instrument that can be used as a weapon (such as broken glass, case cutter, chains, wire).

Before invoking a suspension, the principal, in consultation with the Bureau of School Safety, shall consider whether or not there are mitigating factors involved in the possession of a particular article, for example a nail file, for which a purpose exists other than infliction of physical or mental harm. However, when there are factors to indicate that an individual in possession of such an article has the intention of using it as a weapon in order to inflict physical or mental harm, the principal shall seek a Superintendent's Suspension and immediately summon the police for purposes of making an arrest.

III. CONFISCATION AND DISPOSAL OF WEAPONS AND OTHER DANGEROUS ARTICLES

When a person is found to be in possession of a weapon or other dangerous article as described in Sections I and II of this *Regulation*, the principal, the school guard or the police officer, depending on the circumstances, shall confiscate the article. In instances that do not require the police to be summoned, the article shall be given into the custody of the Bureau of School Safety.

Unless the police take custody of the weapon, the Bureau of School Safety shall retain its custody and when notified of the date of the suspension hearing shall present the article as evidence in the hearing. Upon notice that a weapons case involving suspension has been decided by the superintendent, or upon notice that a

weapons possession case will not entail a student suspension, the Bureau of School Safety shall dispose of confiscated articles by delivering them to the local police precinct.

IV. AUTHORIZATION FOR SUSPENSION FOR POSSESSION OF WEAPONS

At the request of the principal, the superintendent shall have emergency authority to invoke an automatic, emergency suspension of any student found to be in possession of any weapons described in Sections I and II of this *Regulation*. Any suspension for possession of weapons must be made by the superintendent. Principals' suspensions are not to be invoked in these cases.

Kids: Deadly Force

Gunfights are replacing fistfights as firearms become a major problem in the nation's schools

Two weeks before Christmas Day, 17-year-old Kendall Merriweather was shot and killed a few blocks from his high school in southeast Washington, D.C. Police arrested two teenage students who they believe killed Merriweather while trying to steal his "boom box" radio.

A few days earlier in Pasadena, Texas, a 14-year-old eighth grader at Deepwater Junior High School whipped a snub-nosed .38 out of his jacket and held the assistant principal hostage for two hours. Police said the boy was distraught over his parents' recent separation.

Last week late-evening commuters found the bullet-ridden body of 13-year-old Rolando Mattie at an Oakland, Calif., bus stop. Police believe the seventh-grade dropout was a crack dealer and are looking for five suspects—most of them Mattie's age—in connection with the murder.

These were not isolated incidents. All across America, the number of kids using—and being harmed by—guns is rising at an alarming rate. According to the U.S. Department of Justice, more than 27,000 youths between 12 and 15 were handgun victims in 1985 (the most recent figures), up from an average of 16,500 for each of the three previous years. But officials admit that as grim as those statistics are, they grossly understate the extent of the problem. In recent years, city streets have become flooded with unregistered and untraceable handguns, available to anyone of any age with a bit of cash. In New York, revolvers can be bought on street corners for as little as $25. Some dealers are even willing to "rent" a gun for an evening, deferring payment until the teen can raise money through muggings and robberies. Youth gangs in Los Angeles protect their turf with black-market Uzi submachine guns and Russian-made AK-47 assault rifles, easily financed by the crack trade. Children who live outside urban areas have an even cheaper source of firearms: dad's closet. In California, 38 percent of all households contain a gun. Often, parents don't realize that their .357 magnum or shotgun is missing. "Guns seem to be enjoying a new chic," says handgun expert Garen Wintemute, a Sacramento physician. "The increased prevalence of gun carrying among students is reflective of an increased general interest in guns in this country."

Nowhere is the proliferation of firearms among youths more startling than in city high schools. In Baltimore last spring, newly appointed Circuit Judge Ellen Heller was so shocked at the number of minors charged with gun crimes that she ordered a survey of weapon use among students. The results were even worse than she expected. Of 390 city high schoolers polled, 64 percent said they knew someone who had carried a handgun within the preceding six months; 60 percent knew someone who had been shot, threatened or robbed at gunpoint in their school; almost half of the male respondents admitted to having carried a handgun at least once.

Cities with far fewer gun incidents than

MARK RICHARDS—PICTURE GROUP

MARK RICHARDS—PICTURE GROUP

More than enough guns to go around: *Los Angeles gang members show their stuff*

Trying to teach a lesson: *Baltimore poster*

Baltimore still have plenty to worry about. Twenty years ago, the baddest kid in school carried a switch-blade. But today packing a pistol is a symbol of status and power that others quickly emulate. This snowball effect is reinforced by the climate of fear that a single firearm in the classroom generates. As with adults, many students who say they have no criminal intent start carrying guns to protect themselves from gun-toting class bullies. The child who thinks he's protecting himself, however, is actually putting himself in more danger. Statistics show that kids (and adults) with guns are more likely to be shot than those without guns. "A gun can give someone a sense of power and a security blanket," says Houston psychologist Rion Hart. "They haven't really thought out what they're going to do with it until something happens. But then it's too late." Suddenly, "he said, she said" hallway disputes that were once settled with fists or the flashing of a knife blade end in a burst of firepower and a bloody corpse.

Quick on the trigger: That was how 15-year-old Dartagnan Young died. A freshman at DuSable High School on Chicago's South Side, Young accused a 16-year-old schoolmate of slapping his girlfriend. The schoolmate pulled out a .32 revolver and started shooting. As students looked on in horror, Young staggered through the crowded hallway, blood pouring from his chest. He died at the hospital. Often, even less provocation is needed before the bullets begin to fly. "You gotta be prepared—people shoot you for your coat, your rings, chains, anything," says a 15-year-old junior-high-school student in Baltimore, proudly displaying his .25-caliber Beretta.

Much of the increase in gun use stems from urban crack trade. "These [crack] gangs have more firearms than a small police department," says William Newberry, a Bureau of Alcohol, Tobacco and Firearms agent based in Los Angeles. Police say it's typical for street crime to spill over into schools. In ghettos more profound forces may be at work. Children who grow up in broken homes and in the grip of poverty can come to see guns as their only available ticket to prosperity and self-esteem. At the same time, constant exposure to violence on TV and on the streets can inure them to the reality of what a bullet can do. "Kids don't care, and they feel life has little value," says Clementine Barfield, whose son Derick was among the 77 youths 16 and under shot dead in Detroit over the past two years. Barfield started SOSAD (Save Our Sons And Daughters) to help other parents overcome their grief and raise awareness of the problem. "We've got to fight for social change, just like we did in the '60s," she says. "We're losing a whole generation of children."

'Make my day': Smaller cities and towns are not immune. Last August a 12-year-old boy in Corpus Christi, Texas, wounded a stockbroker on a crowded downtown street. What most shocked the victim was the way the kid blew the smoke out of his barrel, Clint Eastwood style, then got on his bike and rode away. In De Kalb, Mo., 12-year-old Nathan Faris brought his father's .45 semi-automatic to school one day, seeking revenge on a classmate who had taunted him for being fat. Faris accidently shot a 13-year-old who tried to protect the intended victim, then shot himself in the head. Dr. Deborah Prothrow-Stith, commissioner of the Massachusetts Department of Public Health, attributes outbursts like these to a society too tolerant of violence. "We show that fighting is glamorous on TV—it is rewarded and chosen by the hero as the first solution to a problem," she says. "There's no sorrow, no lamenting when the 'make my day' attitude is put into action."

Whatever the cause, authorities are finding the use of guns by youngsters an extremely difficult trend to stop. Metal detectors, spot searches and increased security have failed to keep guns out of the classroom. Police say it is even harder to keep handguns away from kids on the street. The city of Boston recently launched a TV ad campaign with shocker tag lines such as, "When you tell a friend to fight, you might as well be killing him yourself." But it will take more than commercials to keep schools from becoming modern-day Dodge Cities. As long as pistols are almost as easy to get as candy from a vending machine, people of all ages will continue to end up on both ends of the barrel.

GEORGE HACKETT *with* RICHARD SANDZA *in Washington,* FRANK GIBNEY JR. *in Houston,* ROBIN GABRIES *in Chicago and bureau reports*

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California Policy Calls for Curb on Science 'Dogma'

Board Backs Teaching Of 'Observable Facts'

By Robert Rothman

In a major victory for the state's science teachers, the California Board of Education has unanimously approved a new policy statement aimed at bolstering the teaching of evolution by urging that pressures to teach "dogma" be resisted.

While the statement does not use the terms "evolution" or "creationism," it significantly strengthens a 1972 directive that critics say was too vague to give adequate guidance or protection in the emotion-charged area.

The new policy, which officials said would send a "strong signal" to textbook publishers, is likely to have an impact on science instruction in other states, because of California's large share of the national textbook market.

The one-page statement asserts that the science curriculum should be restricted to discussions of scientific theories based on "observable facts and testable hypotheses."

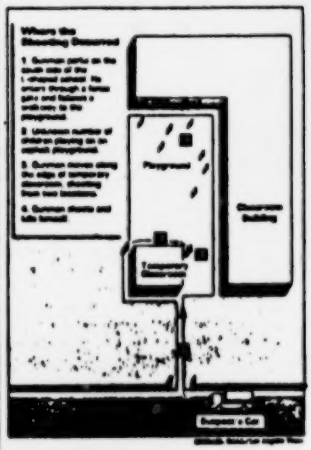
"From time to time," it notes, "natural-science teachers are asked to teach content that does not meet the criteria of fact, hypothesis, and theory as these terms are used in natural science and defined in this policy."

"As a matter of principle," it adds, "science teachers are professionally bound to limit their teaching to science and should resist pressure to do otherwise. Administrators should support teachers in this regard."

"Science is science," said Bill Honig, the

Continued on Page 17

Schoolyard Gun Spree Leaves 6 Dead, 30 Injured



Adults escorting pupils back to school in Stockton, Calif., last Wednesday. Some 100 counselors were on hand throughout the week to help survivors and their families.

With press and wire reports

Shortly before noon last Tuesday, Lori Mackey, a special-education teacher at an elementary school in Stockton, Calif., herded 10 deaf students to the rear of her temporary classroom, desperately trying to shield them from the hail of bullets piercing the air outside.

A second-grade teacher, Janet Geng, wounded in the leg, recalled lying still on the school's playground as asphalt fragments kicked up by bullets flew around her. She feared, she later said, that if she moved she would be shot again.

Ramon Billedo, a pupil at the school, recounted seeing a classmate felled by the rifleman's shot. A teacher dragged the bleeding boy into the school building as the shooting continued.

Continued on Page 4

In Crisis, an Anguishing Unknown: 'How Can We Protect Our Pupils?'

By Lisa Jennings

In the aftermath of what is being called the worst act of violence ever to occur on a school campus, Stockton, Calif., school officials were among those predicting last week that the incident would prompt districts across the country to review their school-safety policies.

Ironically, the unprecedented disaster took place in the only state whose constitution offers both students and school employees an "inalienable" right to campuses that are "safe, secure, and peaceful."

But even in California, where safety is a matter of state law, the extent of school officials' obligation to take preventive measures remains an unsettled issue.

State Superintendent of Public Instruction Bill Honig last week said there was nothing that officials at Stockton's Cleveland Elementary School could have done to stop the lone gunman, Patrick Purdy.

"Society is responsible for allowing for the availability of handguns," he contended, adding that "you can't fault a school for not planning for a guy with a machine gun."

But other school leaders last week were sounding an alarm, citing the incident as an example of the need for much tighter security on school campuses.

Continued on Page 5

Educators Preview 'Revolutionary' Plan For Science Reform

By Robert Rothman

San Francisco—A forthcoming report by the nation's largest science organization has the potential to lead to "revolutionary" changes in science education, participants at a conference here said.

But they warned that even though the group has pledged to push its recommendations over the next few decades, it faces formidable obstacles to making the ambitious plan a reality in the classroom.

The report—the first phase of the American Association for the Advancement of Science's Project 2061—is expected to outline a new definition of what all high-school graduates should know and be able to do in science, mathematics, and technology.

Following the release of the report, the group plans to work with teams of educators in about five districts to develop model

Continued on Page 24

Bipartisan Group Urges Bush To Revive Civil-Rights Enforcement

By William Snider

Washington—If President Bush is to fulfill his pledge to vigorously oppose all forms of discrimination in American society, he must revive the federal civil-rights enforcement mechanisms that "fell into disuse" during the Reagan Administration, a bipartisan commission said last week.

The panel—all of whose members formerly served in federal civil-rights posts—charged in a report that the Reagan Administration veered sharply from the methods used successfully by six previous administrations to enforce anti-discrimination laws. It cited enforcement shortcomings in education, employment, housing, and other fields covered by federal civil-rights legislation.

During Mr. Reagan's two terms as President, the government imposed "virtually a moratorium on the implementation of civil-rights laws and court decisions," said Arthur Flemming, the chairman of the panel, who described himself as a "lifelong Republican."

Quoting language used by Martin Luther King Jr., Mr. Flemming said the panel's report seeks to remind the Bush Administration of "the fierce urgency of now" as the time to start repairing the effects of the past eight years. He characterized Mr. Reagan's policy on civil rights as "the doctrine of non-acquiescence."

The report was issued one day after Mr. Bush promised a group of black leaders gathered here to mark the birthday of the slain civil-rights leader that "bigotry and indifference will find no safe home on our shores, in our public life, in our neighborhoods, or in our homes."

Continued on Page 23

Also in the news

Desegregation Dismissals
The Detroit and Los Angeles school systems have been freed from longstanding suits.
6

New Push by I.B.M.
The computer giant is now second to Apple in its slice of the school market.
10

Montana Equity Plan
The governor would cap school spending in wealthy districts, for starters.
12

'Split' Decision at E.D.
For the first time, a research-center grant will go to two competing applicants.
21

California Gunman Kills 6 and Injures 30 at School

Continued from Page 1

In less than five minutes, the automatic-fire volleys of the lone gunman took a terrible toll: 5 pupils and the assailant himself were dead, 29 other pupils and one teacher were wounded, 16 seriously.

The Jan. 17 attack claimed more lives than any other known slayings on school property.

It was at least the fifth armed attack by an outsider on students or school personnel in less than a year and the latest in a rapidly lengthening list of tragic incidents in schools that have failed both students and employees. *(See box below.)*

'Mass Chaos'

All five victims at the Stockton school, ranging in age from 6 to 9, were refugees or children of refugees from Southeast Asia. Half of the students wounded remained in critical condition late last week.

The rapid-fire rampage, executed by a young man in his 20's identified as Patrick Edward Purdy, ended abruptly when he turned his weapon to his head and made himself the sixth fatality.

According to the Associated Press, Mr. Purdy, clad in a flak jacket and armed with a Soviet-designed AK-47 semi-automatic assault rifle and two pistols, parked his station wagon across the street from the elementary-school playground shortly before noon and set it afire.

John Klose, spokesman for the Stockton Unified School District, said Mr. Purdy entered the school's enclosed playground through a gate located near a portable building, as 1st, 2nd, and 3rd graders played outside.

"He was just standing there with a gun, making wide sweeps," Ms. Mackey told reporters. "He was not talking, he was not yelling, he was very straight-faced."

"There was mass chaos. There were kids running in every direction," said Ms. Mackey, who had a full view of the playground from the temporary-classroom building.

Anne Ramacher, spokesman for the San Joaquin County Department of Emergency Services, said the gunman opened fire on students at the south side of the school, then walked to the other side of Ms. Mackey's classroom building and shot himself with a pistol. Police estimated that 110 shells were fired.

An Unsettling Past

Why the gunman had attacked the children was unclear, police said. One police captain said Mr. Purdy, either 24 or 26 years old, had attended the Cleveland Elementary School from 1969 through 1973.

Police speculated that Mr. Purdy had a "military hangup." In his Stockton motel room, where he had lived since Dec. 26, they found 100 toy army figures—plastic soldiers, jeeps, and tanks.

A troubled man with arrests for drugs, weapons charges, and suspected robbery, Mr. Purdy last summer easily obtained the rifle used by Communist-bloc armies by falsifying a certificate at an Oregon gun shop.

On the rifle stock, Mr. Purdy had carved the words "Freedom," "Victory," and "Hezbollah" the extremist Lebanese Moslem organization that supports Iran. On his camouflage shirt, he had written "PLO" "Libya" and "Death to the Great Satin" [sic].

There was also speculation over whether Mr. Purdy was deliberately aiming at Asian-American pupils. Almost 70 percent of Cleveland Elementary's 970 students are Asian Americans, many from Cambodia, Laos, and Vietnam.

Stockton lies in California's Central Valley, one of the world's richest agricultural regions, and has become a popular location for Southeast-Asian refugees seeking to start a new life.

The Washington Post reported that Mr. Purdy attended welding classes at nearby San Joaquin Delta College in 1987 and expressed to a classmate his resentment at the number of Asian students enrolled in the program.

However, the Associated Press reported late last week that police had dismissed theories about the gunman's ethnic antipathies. A police spokesman said Mr. Purdy, a loner who tried twice in 1987 to kill himself while in police custody, seemed to have hated everyone.

'The Real Heroes'

Superintendent of Schools Mary Gonzales Mand opted to keep the school open for the week. School officials felt the Cleveland pupils needed access to professional help and to be surrounded by teachers and other adults they trusted, said Mr. Klose.

After few students showed up for school the day after the shootings, Mr. Klose said, Cleveland's principal, Pat Busher, personally appealed to the parents, visiting them in their homes to reassure them of their children's safety. On Thursday, 674 of the school's 970 students were back in the classroom.

"From where we sit in Stockton, Pat Busher is all you would want in a principal and more," said Mr. Klose. On the day of the tragedy, he said, Ms. Busher personally notified parents of their child's death and visited all the children and one teacher who were hospitalized in seven institutions scattered miles apart.

Paramedics attend to students wounded by a gunman in a Stockton, Calif., schoolyard.

She again visited the hospitalized children on Wednesday to pass out the many gifts and toys that were donated to the school after the shootings.

Mr. Klose also praised the 34 Cleveland teachers, one of whom remained hospitalized and several of whom pulled wounded and dying children into the building while the gunman was still firing. All but the wounded teacher were at their posts when classes resumed the following day, he said.

"The real heroes in this are the teachers," said Mr. Klose.

Unanswerable Questions

At the state capitol, Bill Honig, California's chief state school officer, questioned the easy access to machine guns.

"How many innocent children have to be killed before we crack down on the availability of automatic weapons?" Mr. Honig asked.

Purchasers of semi-automatic weapons must only state, as Mr. Purdy did, that they have not been convicted of a crime and are not mentally ill. No one investigates the truth of the statements. No names of purchasers are divulged.

Immigrants questioned how such an incident could happen in the United States.

"We came here expecting peace and freedom," Tocan Nguyen, a Vietnamese interpreter told *The Washington Post*. "In my homeland I saw one war after another, but this is just so ugly." —PL.M.

Guidelines for Dealing With Threats to Security

Following are suggestions from the National School Safety Center, the National Association of Elementary School Principals, and security experts on how to plan for school emergencies and cope with potential security threats.

- Principals need to acquire "crisis-resistance savvy" and take greater responsibility for developing their own security programs.
- "What is needed is a comprehensive disaster plan, worked out in cooperation with those various agencies in the community that the school would inescapably have to turn to if a disaster did in fact occur," says the N.A.E.S.P.
- Principals should "consult the literature" on school security and seek guidance from qualified security consultants.
- Principals should form a "school security committee or task force," including not only staff members but students and parents, charged with analyzing the school's degree of security and developing emergency-preparedness policies.
- Local police should be consulted to establish an emergency communication system, such as a hot line or two-way radio, to speed response time.
- School officials should consider fencing and landscaping techniques that shield outdoor areas and limit access to school grounds to one entrance.
- Outdoor perimeters should be monitored while outside activities are in progress.
- Parents and community members should be utilized to help patrol campuses and keep watch on neighboring areas.
- Access to school buildings should be tightly controlled through a single visitor entrance monitored by a receptionist or security officer.
- Visitors and students should be asked to wear identification tags at all times while on campus.

The Escalating Toll of Violence at Schools: A Five-Year Chronology

The following are among the incidents of serious violence on American school campuses in recent years:

1984

February—A sniper fires into the playground of a Los Angeles elementary school, killing one pupil and wounding 14 other pupils and 2 adults.

1985

April—A 19-year-old wielding a rifle holds three 2nd-grade students hostage in a north Detroit elementary school for four hours.

October—A teenager fires six rounds of birdshot into a crowd of students at the entrance to a Detroit high school's football field, wounding six.

—A high-school soldier is shot and killed on the grounds of a Prince George's County, Md., school, the first killing in the school district in a decade.

December—A Concord (N.H.) High School dropout is fatally wounded by police in a hallway of the school after holding two students hostage at gunpoint.

—A 13-year-old junior-high-school student in Connecticut shoots and kills the school custodian, wounds the principal and his secretary, and holds another student hostage for 30 minutes before surrendering to police.

—A man later said to be under psychiatric treatment holds a priest, his secretary, and four students hostage for more than seven hours in a Philadelphia Catholic high school. The students overpowered the intruder after realizing his pistol was loaded with blanks.

1986

February—A St. Louis preschool teacher is stabbed to death outside her classroom by her estranged husband.

May—A North Carolina high-school student wounds three others after opening fire with an automatic handgun in a crowded school hallway.

September—An 18-year-old graduate of a West Hollywood, Calif., high school is shot to death in a hallway of the school after an altercation with two students.

—A 15-year-old Louisiana high-school student fatally shoots himself in the head during a disciplinary meeting with his principal and assistant principal.

November—A 13-year-old 8th grader in Georgia fatally stabs his principal with a fingernail file during a meeting between his mother and the principal.

December—Apparently intending to attack his French teacher, a 14-year-old Montana student shoots and kills a substitute, and wounds an assistant principal and two students.

1987

February—An Arizona preparatory-school student is shot to death by police in his school, after he wounds an administrator and a teacher using a pistol and a shotgun.

March—A woman enters a Santa Ana, Calif., elementary-school classroom and fatally shoots herself in the head as 27 pupils watch.

April—A 17-year-old star athlete at a Detroit high school becomes the district's first student murder victim, after being shot in the head by a 14-year-old student in a school hallway; two other students are injured.

October—A 15-year-old Chicago student is shot to death in the hallway of his high school by a 16-year-old; police term the shooting "gang-related."

1988

February—A Pinellas County, Fla., assistant principal is fatally wounded in the head, and another administrator is seriously injured, in shootings by a 15-year-old student.

May—A deranged woman with two handguns enters a Winnetka, Ill., elementary school and terrorizes a 2nd-grade class, shooting one student fatally and wounding five others.

September—A 19-year-old in South Carolina, who later said he was imitating the Winnetka rampage, enters an elementary school and opens fire with a handgun in the cafeteria and in a 2nd-grade classroom. two pupils are killed and nine injured.

—A 40-year-old gunman kills a custodian and a female police officer at a Chicago school for troubled boys, after killing two people in a nearby auto-parts store.

October—An unidentified gunman fires three shots at a group of children playing on an elementary-school playground in Masonic, Fla., seriously wounding a 9-year-old.

November—A Texas school-bus driver is fatally shot in the head by a 10-year-old elementary student.

December—A student at a Virginia Beach, Va., Christmas school shoots and fatally wounds a teacher after a dispute over his grades.

Aftermath: 'I Would Panic, but I'd Stick to My Plan'

By Ellen Flax

Last week's schoolyard killing spree in Stockton, Calif., dramatically demonstrates the need for school officials to develop plans for emergency services, say mental-health experts who have helped schools cope with similar crises.

Though the possibility of having to deal with a crazed gunman is remote, they say, a variety of more common tragedies, such as the death of a popular teacher or a school-bus accident, require that schools have procedures in place for handling the inevitable psychological aftermath of a traumatic situation.

Such plans, the experts advise, should include knowing which community and district mental-health professionals to call during an emergency, and establishing a procedure by which children would be released to their parents or guardians after calm is restored.

"You shouldn't try to pretend that nothing is ever going to happen," said John A. Reinhardt, the director of psychological services for the Concord, N.H., school system. "It happens sooner or later in every school system, one way or the other."

Mr. Reinhardt oversaw his district's response to the Challenger disaster in 1986, when a teacher from the system—Sharon Christa McAuliffe, the first "Teacher in Space"—was killed along with six other crew members in the explosion of the space shuttle shortly after lift-off.

Long-Term Symptoms

School officials, mental-health professionals say, should be prepared for the worst.

In Stockton, said John Kless, a spokesman for the district, 100 counselors, psychologists, and school nurses offered their services to the Cleveland Elementary School to aid students grieving for their five dead classmates. The professional help was sent, he said, from surrounding school districts.

The school opened a counseling center for parents in a nearby church, and initiated a 24-hour hotline to take calls from families dealing with the tragedy's effects. Because more than two-thirds of the school's population is Asian, interpreters fluent in several languages joined the counseling staff.

"We are prepared to carry on grief-counseling as long as necessary," Mr Kless said.

Such a long-term view, say professionals, is crucial. They note that many of the psychological symptoms associated with trauma may not appear—or disappear—for weeks or months after the incident.

According to Robert S. Pynoos, an associate professor of psychiatry at the University of California at Los Angeles, such symptoms include nightmares, startled reactions to loud noises, the inability to concentrate in school, guilt about not helping fellow classmates, and fears about the incident's recurrence.

Young children, he said, may try to re-enact the frightful experience while they play, while older children and teenagers may adopt more risky behaviors. They may also try to avoid the specific location in a school where the incident occurred, Dr. Pynoos said.

Emergency Steps

Although little can be done to prevent the type of violence that occurred in Stockton, mental-health experts say that schools that adopt plans for emergency services will be more successful in convincing traumatized students that the school is a safe and caring place.

Mother comforts her child after shooting trauma.

According to school officials and mental-health experts who handled similar shooting incidents in Winnetka, Ill., and Los Angeles, it is critical that schools take several steps before—and during—an emergency situation.

- Determine what mental-health resources will be available.
- Train all school personnel in grief counseling.
- Establish a procedure for releasing children when calm has been restored.
- Appoint one person as the school's liaison with the media and other officials.
- Keep the school open for information and counseling the day of the incident and for several days thereafter. Students and their parents can be told the facts about the incident in a larger group, but they should have the chance to express their feelings and retell their experience in a small-group setting.
- Offer counseling services for weeks and months after the event.

School officials who have already developed such plans say that they feel confident that they could handle a crisis.

During an emergency, said Lynda Lewis, principal of Stanton College Preparatory School in Jacksonville, Fla., who has helped develop emergency plans for Duval County schools since 1981, "I would be upset, I would panic, but I would follow my plan."

Educators' Imponderable: How To Protect Pupils at School

Continued from Page 1

"We can't ignore the issue of school safety anymore," said Sam Sava, executive director of the National Association of Elementary School Principals. "We've got to recognize that dangerous individuals do walk onto playgrounds, and they do this type of thing."

"It has happened before," he said. "We need to be prepared."

But opinions remained divided last week on how far school leaders must go to protect students from violence and protect themselves from liability claims. And some lamented the prospect that schools might no longer be what Mr. Sava termed "safe sanctuaries, open as churches are," but instead locked fortresses.

Time for 'Walls?'

Last week's shooting in Stockton occurred almost exactly 10 years after a teenage sniper in San Diego fatally shot a school principal and custodian, and wounded nine children, as they were arriving to school on a Monday morning.

Alan Ramos Jr., director of police services for the San Diego schools, said the incident in 1979 forced school officials to develop a school-safety plan long before such measures became common.

Having gone through that experience, Mr. Ramos said, he believes school officials cannot stress the importance of such a plan enough.

"Sometimes it takes a big incident like that to make you look at what you could do," he said.

John Kless, spokesman for the Stockton district, said last week that the district planned to revamp its policies. Mr. Sava of the N.A.E.S.P. sent a message out to members of his organization advising them to do the same.

But Mr. Honig and others declined to link the shooting to a call for heightened safety measures.

"I don't think schools should apologize to anyone for this incident," said Thomas A. Shannon, executive director of the National School Boards Association. "To protect schools against this kind of maniacal conduct, we would have to build penitentiary walls around them and hire squads of security personnel."

'A Halfway Point'

The argument that schools must "build bunkers against crime creates a false dilemma," countered George Nicholson, a municipal-court judge in Sacramento and the founder of the National School Safety Center in Pepperdine, Calif.

"There is a halfway point," he contended, "where school officials can reconcile the competing interests of freedom and flexibility with safety and security."

Tighter security measures might not have prevented last week's disaster, agreed Ron Stephens, the safety center's current director, but they could have a deterrent effect on the thousands of other incidents of violence and crime that school officials across the nation now face daily.

"There are things schools can do to make a difference," he said, noting that his organization had published a lengthy guidebook for school administrators to help them plan for more secure campuses.

An Emotional Issue

The California Board of Education will publish a similar guidebook in March, according to Jack Dugan, director of crime prevention for the California Office of the Attorney General.

School safety has been a divisive and emotional issue among Californians for years, he noted.

In 1982, 56 percent of state voters backed a constitutional initiative called the Victims Bill of Rights, which provided for the right to safe, secure, and peaceful school campuses.

The amendment stemmed from a lawsuit filed by Gov. George Deukmejian, who was then state attorney general, against the Los Angeles Unified School District. The suit argued that public-school students were entitled to special protections, including the right to safe schools.

Since then, California courts have attempted to work out questions raised by the amendment, such as school or district liability in the event of a crime and the duty of school officials to implement safety measures.

One lawsuit in particular, which is now before the First District Court of Appeals, is often cited by experts as the case that could put teeth in the safe-schools provision.

In the suit, *Hosemann* v. *Oakland Unified School District*, Stephan Hosemann argues that he was physically assaulted on his junior-high-school campus by a former schoolmate. He claims that school officials were aware of the threat but failed to protect him, depriving him of his constitutional right to a safe school environment.

In May 1986, Superior Court Judge Richard Bartalini held the Oakland district—and individual administrators—liable for Mr. Hosemann's injuries. He also ruled that the constitution's safe-schools provision is both "mandatory, and self-executing," and that the district "had an affirmative duty to to make schools safe."

The judge ordered the district to develop a security plan for its campuses. But the school district appealed the ruling, putting the order on hold.

Robin B. Johansen, the attorney representing Oakland, has argued that the state cannot "guarantee" every right in its constitution.

The document also provides residents with the "right to be happy," she noted, saying, "It's not a question of schools being resistant to safety. The question is, what do you do about it?"

> They must face the issue of liability as well as of campus safety.

Violation of Civil Rights?

Although there remains no legal precedent on the safety provisions, Kevin S. Washburn, Mr. Hosemann's attorney in the case, is now involved in at least half a dozen similar suits against other school districts.

He also contends that a school's inability to protect students against crime may violate civil rights guaranteed by the U.S. Constitution.

A federal appellate-court ruling last August in a Pennsylvania case may determine the relevence of that argument, Mr. Washburn said.

In *Stoneking* v. *Bradford Area School District*, a panel of the U.S. Court of Appeals for the Third Circuit upheld a lower-court ruling in favor of a student who had been molested by her high-school band director.

The court held that the school district violated the student's right to "liberty" under the 14th Amendment because its officials were aware that the band director had been charged with sexual misconduct by another student but failed to take action.

The Bradford district has appealed the ruling to the U.S. Supreme Court, as well as to the full Third Circuit Court.

At the same time, however, the district has agreed to out-of-court settlements of more than $70,000 with two other students who were molested by the same band director, according to attorneys on the *Stoneking* case.

How Much Is Enough?

While schools' legal liability for campus safety remains ambiguous, developing a school-security plan is one "pro-active" move that could influence legal opinion, suggested Mr. Stephens of the National School Safety Center.

If school officials take steps to show that they have done everything they can to prevent crime and violence, courts may be loath to find them at fault, he argued.

But for Mr. Honig, an unfortunate result of the *Hosemann* case is that "some judge could decide what's important for school safety, and that's not what judges are elected to do."

Last year, California's General Assembly adopted a bill that would have required each school district to develop and implement a "Safe Schools Plan." But Governor Deukmejian vetoed it, citing fiscal restraints.

Mr. Honig said last week that he would have the measure reintroduced this year. He also has proposed a new state policy that would mandate random audits of school districts by a team of specialists charged with making sure the safety plans were carried out.

Recent Criticism

Mr. Honig nonetheless has been criticized recently for his lack of leadership on safety issues.

A report released last month by a state watchdog agency charged that the state superintendent was more concerned about the liability of school districts than keeping students safe.

Many school officials have questioned the accuracy of the report, and Mr. Honig last week called it a "joke," noting that much of the commission's criticism had already been raised by his department.

In 1987, however, the state chief had supported legislation to limit the liability of school districts in safety cases.

But the bill languished, and since then, Mr. Honig has been more supportive of preventative measures as defense against liability, according to Mr. Dugan of the attorney general's office.

"Certainly school safety is important," Mr. Honig said. "There are things schools can do, and they work."

"But what really gets me," he said, "is that kids always end up paying the price for society's ills. There are people out there who are thinking about keeping their kids inside all day because we can't clean up society. And that's just wrong."

W. Va. (Pa.) Eve. Bree...

At least 12 times in the past three years, the roar of gunfire has brought death or injury to schools around the nation. A look at the events that have claimed six lives:

1
De Kalb, Mo.
De Kalb Junior-Senior High
Early Monday morning in history class, Nathan Faris, 12, killed classmate Tim Perrin, 12, and then himself, using his father's .45-caliber automatic pistol. Students say Faris, a school scapegoat, had threatened earlier to kill those who teased him.

2
Meyer, Ariz.
Ormo School
Using a .45-caliber pistol from the school shooting range, Jarrett Hudney, 17, shot two of his teachers in their homes on the school's campus. Earlier, he had been caught drinking beer and threatened with discipline. He was killed by sheriff's deputies when he turned a shotgun on them.

3
Nashville, Tenn.
Maplewood High School
Student Kerry Dickens, 16, shot and wounded his industrial arts teacher with a .22-caliber pistol. Friends who saw him flashing the gun around school earlier in the day did not report it.

4
Palo Alto, Calif.
Ravenswood Middle School
Saying he wanted retaliation for a schoolyard rock fight, a 14-year-old student shot a 13-year-old in the leg.

5
Dublin, Ill.
Thornridge High School
Five minutes into a third-period math class, a 14-year-old freshman pulled a .357-caliber Magnum from his duffle bag and shot his teacher in the shoulder.

6
Lewistown, Mont.
Fergus High School
When freshman Kristofer Hans, 14, threatened his French teacher, students thought he was joking. The next week, he killed her substitute and wounded two students and the vice-principal.

7
Fayetteville, N.C.
Pine Forest High School
At the end of first-period classes, a 17-year-old student opened fire, wounding three students, one critically.

8
Portland, Conn.
Portland Junior High School
Using a 9mm semi-automatic rifle, student Floyd Warmsley, 13, killed a school janitor and wounded the principal and a secretary. He held a seventh-grade student hostage for a half hour before surrendering to police.

9
Concord, N.H.
Concord High School
Louis Carter, a 16-year-old who had dropped out of his junior class four weeks earlier, held two students hostage with a double-barreled shotgun before being wounded by police.

10
Richmond, Va.
On a dare, a 12-year-old boy shot a 14-year-old girl in the face during a school bus ride. He'd taken the gun from a dresser; it belonged to a friend of his mother's.

11
Spartanburg, S.C.
Dorman High School
After a teacher accused him of having alcohol on his breath, a 16-year-old freshman fled on his way to the principal's office, returned with a Colt .38-caliber handgun and held four students at gunpoint for nearly an hour. He surrendered to a minister.

12
San Antonio, Texas
Page Middle School
A 14-year-old student shot a 15-year-old classmate on the playground before class, then turned a .22-caliber pistol over to the principal, saying, "That's the only way I could get them off my back, Mr. Brown."

13
Goddard, Kan.
Goddard Junior High School
James Alan Kearbey, 14, brought his father's M-1A rifle to school, killed his principal and wounded two teachers and a student. His mother said her son had been under pressure at school, teased by students and despairing by adolescence.

James Stork/Staff Artist

Student Shootings on the Rise

Bullets Bring Horror to Schools Throughout U.S.

By Lisa Austin
Staff Writer

In the past 36 months, five boys ages 13 to 15 have taken guns to school and killed.

Their victims: a student in northwest Missouri and another in the state's southeast corner, a principal in Kansas, a teacher in Montana, a janitor in Connecticut. And the 13-year-old Missouri boy who this month killed in De Kalb also turned his father's pistol on himself.

On an Arizona prep school campus last month, a 17-year-old shot two teachers after he was caught drinking. As the boy faced sheriff's officers with a shotgun, they killed him.

Bullets and violence increasingly confront children and schools. So far this school year, four people have died across the country, and at least six have been wounded, all after boys, mostly young teens, took guns to school. In the past two years, the violence tallies six dead, including a suicide, and 17 wounded — seven students, seven teachers, a secretary, a vice-principal and a principal.

> This school year, four people have died, and at least six have been wounded.

ON A Texas playground, a 14-year-old wounded a classmate, then told the principal, "That was the only way I could get them off my back, Mr. Brown." A 12-year-old in Virginia was dared to shoot a girl on a school bus; amazingly, she survived a bullet in her face. A Montana 14-year-old killed a teacher. He said his failure in Frenchclass prompted the shooting.

Everywhere that a child points a gun at another child or a teacher, simple disbelief meets the violence. But what once was a nightmare now is true.

"The most common response from Goddard, De Kalb, wherever, is, 'It couldn't happen here.' Well, it does. You get school people together in a room and ask, 'Who has been involved in a hand-

● SHOOTINGS, 8A, Col. 1

Rise in Student Shootings Puzzles Educators, Police

● SHOOTINGS, From 1A

gun incident?' You get hands," said Brooke Collison, a Wichita State University professor. Collison worked with Goddard school officials in 1985 after James Alan Kearbey, then 14, stalked his junior high school with an M-1A rifle, killing one and wounding three.

NO NATIONAL count is kept of school murders, gun assaults or hostage-takings. But in the two years and two months since the bright January morning when Kearbey took a gun to school, at least 15 more schools from California to Connecticut have been the scenes of student gunplay.

The crimes are moving beyond big cities where guns have become relatively common, where alarm has begun to spur police and school officials to cooperate on weapons crackdowns. Now, even outside the nation's largest school districts, there's at least one gun incident every other month during the school year.

Probably, there are more. A 1978 study by the federally funded National Institute of Education showed that while most school burglaries are reported to police, no records are kept on attacks with weapons and attacks requiring medical attention. The Kansas Bureau of Investigation keeps no such records nor does any major school district in the state.

THE CLOSEST thing now to a national record of gun incidents in schools is a clipping file kept by the National Center for School Safety at Pepperdine University. Even it is incomplete, as a computer check of newspaper libraries from across the country showed. The Pepperdine file and the newspaper searches turned up 14 cases; officials involved in these pointed out two more.

Last spring, a 13-year-old at the high school in Senath, Mo., pop. 1,200, murdered a classmate. Last fall, a gun-toting 15-year-old in Miles City, Mont., kidnapped two students from class, then surrendered.

"It really makes me wonder what's happening to kids, that they could be that angry. I just wonder. What is going on out in the world to these kids?" asked Lois Griffin, who counseled teachers and students in tiny De Kalb earlier this month, after Nathan Faris, 12, took a .45-caliber pistol to history class. He killed a 13-year-old classmate, then himself. He was the child the other students always teased.

EVERY DAY, thousands of kids get teased or flunk French. They don't open fire or take classmates hostage, as did a boy, 15, in South Carolina two years ago. He ran from the school and returned with guns after being threatened with discipline by a teacher who said the boy had liquor on his breath.

Earlier this month, Nathan Faris, 12, shot and killed a 13-year-old classmate, then himself, in De Kalb, Mo.

"Some of the reasons are obvious — kids are doing everything earlier, and crime is a social event, just as the prom is. It's disturbing, because a 12-year-old is not nearly cognitively or morally complete," said Hunter Hurst, director of the National Center for Juvenile Justice, a private, nonprofit research group in Pittsburgh.

The center's statistics show murder rates among children 15 and younger have increased 50 percent in the past 20 years. According to the FBI, youths 15 and younger were responsible for 381 murders across the country in 1985. No other national statistics specifically detailing guns in schools are available.

AND IT is not surprising that the crimes and the guns are moving into schools, Hurst said. Most children who commit crimes commit them near their homes, he said. And schools are close to home.

But no one knows what kind of child is snapped to shooting by the pangs of adolescence that others act out more quietly, in school misbehavior or tears at home. The FBI cannot interview children who kill in schools as they do men who open fire in public places. FBI psychologists can interview adults. But not juveniles, whose direct motivations in these cases have run along the normal course of teenage troubles: an argument with a friend, peer pressure, school grades.

"Looking at how kids help each other and relate to each other, that should be part of school. They should be doing things with respect and support," said Wichita State's Collison. "But let's face it. Junior high kids are probably the best in the world at putdowns. If your culture values putdowns, the teachers and counselors have trouble being effective."

In an upcoming issue of the Journal of Counseling and Development, Collison urges schools to set up crisis-response plans to deal with student shootings, or suicides, or accidents.

SUCH PLANNING at the beginning of this school year proved prudent in Lewistown, Mont., pop. 7,100. Two weeks before Christmas, 14-year-old Kristofer Hans killed a substitute teacher. He wounded two students and the vice principal, who last week was released from the hospital after his second round of surgery. The boy was gunning for his French teacher; he was flunking the class. A funeral for the substitute was held in the school auditorium.

Lewistown school superintendent Jim Turner had called together police and mental health workers in the fall, convinced of the importance of planning after a September incident in Miles City, about 200 miles to the southeast. There, a 16-year-old boy took two students hostage at Custer High School. The young gunman at once held an automatic pistol cocked at a classmate's head and a double-action revolver in the same boy's ribs. He dropped the weapons after the local sheriff arrived and drew his own revolver.

"There are a lot of programs out there as far as suicide prevention or drugs, but on things like this, nothing," said Turner.

SCHOOL RESPONSES so far have been more likely to deal with the crimes and the guns themselves rather than with the problems that provoke the children to violence.

With a grant from the U.S. Department of Justice, schools in Milwaukee, Anaheim, Calif., and Rockford, Ill., are cracking down on crime. The pilot program, "Safer Schools, Better Schools," is to be expanded statewide in Missouri, where the governor's office

● SHOOTINGS, 9A, Col. 1

Shootings Prompt Disbelief

SHOOTINGS, From 8A

is now soliciting schools to become involved.

The key elements of the program are making sure that records are kept of all school crime, and that school officials and law enforcement officers work together on the problem.

"THEY AGREE they're all on one team, and a kid who commits a crime in school is on the other team," said Bob Rubel, who helped design the program as director of the National Alliance for Safe Schools, the research arm of the International Association of Educational Peace Officers.

The pilot program does not deal with the problems that bring children to carry guns in school and use them there. No one quite knows how to deal with these. In the wake of tragedy, the experts differ on how the shootings should be put into the past, and how they might be prevented.

In De Kalb, guilt is the biggest problem two weeks after the shooting. Counselors are trying to counter guilt in children who think they provoked Nathan Paris by constantly teasing him. Teachers and administrators are blaming themselves for not seeing a problem in the boy.

THE FACULTY at the school of about 350 students has asked for help in teaching students how to live with peer pressure, said Griffin, part of a mental health team in De Kalb from nearby St. Joseph.

"Kids do pick on each other. They're notoriously cruel to each other," said Griffin. "We want to help the faculty to understand what this really means, and to help them help kids understand there was something very wrong that Nathan did this — it was not just he was picked on."

But the children are being "very polite" to one another these days, faced for the first time with an awareness that their actions can have enormous ramifications.

"IT'S KIND of out of the realm of adolescent view," Griffin said. "Everything is so immediate to kids, you just do it and that's it. I don't think I realized that until I looked and listened to these kids. This was out of their realm of experience. It was sad that they had to get a picture of the big world, that people die and get hurt. It just hadn't been a thought to them they could be involved in something like this."

Some say the lessons children learn from having a classmate turn to violence can be taught, by teaching kids respect for themselves, for one another. Sporadically, across the country, a few schools are setting up a "character curriculum" or peer counseling programs. They are rare.

"You try to introduce that most places, and people say it's not the school's place," said Hurst, who tracks juvenile crime. "But schools do teach character. Unfortunately, in the hardest way, by dealing with a moral crisis. They leave kids to their own devices."

to plan a new integrated school. And teachers and students associated with the schools often feel a chill from their less enlightened cohorts. "My mother isn't very keen about me being here," says Agnew, the Lagan College English teacher. "Every time my minister preaches against ecumenism she taps me on the shoulder and says, 'That's you he's talking about'." Likewise, while Protestant leaders have been generally supportive, many local church officials are loath to give up the special influence they have traditionally wielded over the state-run schools.

Some critics dismiss the school-integration movement as a modest middle-class effort that's unlikely to reach the hard-core elements on the front lines of conflict. Kids in the hate-filled ghettos are the ones who really need to experience an integrated school, they say, and the least likely to attend one. In response, Lagan headmaster Terry Flanagan notes that the 130 students in his school's last entering class came from 60 different primary schools, many of them in Republican ghettos and loyalist housing projects. "We'd be failing if we were only attracting children from nice homes," he says. "It's important that we get kids from those areas where the political and cultural loyalties are the strongest."

Major step: Those cultural differences, if anything, seem to invigorate the schools. "In other schools, people argue about things," says a 15-year-old Lagan student named Wendy, "but everyone is arguing from the same point of view. People don't talk to each other the way we do." After this year's murder of three IRA terrorists in Gibraltar and the subsequent killing of two British soldiers at an IRA funeral, Lagan devoted an entire morning to discussing the violence. The bitterness and anger that welled up in the drab, prefab classrooms quickly ebbed, and by lunchtime the kids were bantering on the playground. To this day the only fight among Lagan students occurred when a Thatcher supporter squared off with a Laborite.

No one is suggesting integrated education is the whole answer to Ulster's problems. But everyone agrees it is a major step. "Each school was created to respond to local needs," says Alan Smith, chairman of the Northern Ireland Council for Integrated Education. "But we've reached a critical mass. Other institutions have to respond to us—banks, churches, social organizations. We're creating a significant shift in the life of Northern Ireland." Students tend to have a slightly less grand view of what they are doing, but they clearly feel they are involved in something important. "With all the troubles," says Sarah, a 16-year-old Catholic from South Belfast, "at least we're trying to bring the two religions together."

GERALD C. LUBENOW *in Belfast*

Pencils, Papers and Guns

Dade County children learn the ABC's of firearms

After receiving a poor grade last January, a 13-year-old in Seminole, Fla., bragged that he would "torture and kill" his social-studies teacher. When school security guards heard of the threat the next morning, they searched the boy and found a 9-mm pistol, a box of 9-mm shells and a .22-caliber pistol loaded with 10 rounds in his gym bag. That was only the beginning of a year of menacing gun incidents in Florida schools. In the Miami-Dade County area alone, officials have recorded more than 100 cases of guns being found on school grounds this year. Educators are so alarmed that they're trying some unorthodox measures. Next January the Dade County school board will become the nation's first to offer a mandatory "gun awareness" program to all of its students—grades kindergarten to 12. Board supervisor Bill Davis says, "Our message is very clear and very simple: to let students know that guns kill."

For a fee of $25,000, the community-based Citizens Crime Watch group will administer the program. Through lectures, skits and films, elementary schoolchildren will be taught to stay away from firearms for sport or protection and to alert an adult if they spot a gun where it doesn't belong. The curriculum for grades seven to 12 will deliver the same message with graphic reinforcement: doctors from the University of Miami's medical center will demonstrate, with slides and charts and in unflinching detail, how a bullet can rip through body tissue and sever the spinal cord.

Dade County had considered another plan. Five months ago the National Rifle Association pitched its own gun-safety program to the school board. Aimed at grades K-2, the NRA program consists of a poster and coloring book. "Eddie the Eagle" exhorts Dick and Jane to go get their mother instead of touching a gun they find lying on a table in their home. Dade County educators quickly rejected the coloring-book approach. "It sends subliminal messages that somehow it's normal for a handgun to be on a table in a home where you have young children," says associate superintendent James Fleming. Undaunted by Dade County's rejection, the NRA still plans to offer its materials to schools across the country, free of charge. What's more, for schools that request it, the NRA will provide a gun-awareness curriculum for kindergartners on up that also outlines classroom instruction on "the safe handling of firearms as well as specific skills and attitudes ..." Gun-control advocates are skeptical of the NRA playing any role in firearm education in the schools. As one puts it: "I don't trust the NRA enough to keep their mouths shut and not impose their philosophy on kids."

"ALWAYS BE SAFE"
WITH GUNS:
ONLY WITH A PARENT SHOULD YOU BE AROUND GUNS.
IF YOU SEE A GUN AND YOUR PARENT IS NOT THERE:
STOP
DON'T TOUCH
LEAVE THE AREA
TELL AN ADULT

'Subliminal messages'? *NRA poster for grades K-2*

A handful of other cities are considering developing gun-awareness programs for their schools, and many psychologists applaud the new gun education as a positive step—as long as, they say, the programs stress that firearms are destructive. "We know that kids are best off with information and a set of behaviors that help them conquer or treat scary things with respect," says Jane Conoley, president of the American Psychological Association's divison of school psychology. In other words, society may no longer be able to protect children's innocence, but at least it can instruct them in life's dangers.

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FEB- 9-88

Tool shot from crossbow injures school guard

By David Kocienewski
News Staff Writer

A security guard at Chippewa Valley High School in Clinton Township suffered minor injuries Monday when he was hit in the chest by a screwdriver fired from a crossbow.

James Mead, 22, of Pontiac, was reported in good condition Monday at St. Joseph Hospital West, where he was treated for a small chest wound and a cut on his head.

School officials said Mead was injured about 11:30 a.m. while investigating reports of a suspicious car in a parking lot near the high school building.

Clinton Township Police Cpl. Frank Woloszyk said two people were in the car, and two others — wearing ski masks and Chippewa Valley jackets — were standing near it. Woloszyk said one of the four called Mead's name.

"When he turned, he was hit in the chest with a screwdriver," Woloszyk said. "It was surprising because we don't usually have problems at Chippewa Valley."

Police did not indicate if they had any suspects.

Mead, an employee of All-Safe Security, has been stationed at Chippewa Valley since September. Mead's wife, Karen, said her husband saw the crossbow and it resembled the weapons some Chippewa Valley students make in the school woodworking shop.

Chippewa Valley Principal Donald Weichert said students have made crossbow stocks in industrial arts classes. But Weichert said the weapons are not equipped with bowstrings and are inoperable when they are taken from school.

Karen Mead, an X-ray technician at St. Joseph Hospital West, said the screwdriver penetrated about an inch into her husband's chest, and he suffered minor cuts on his head when he fell.

"It didn't puncture his lung or anything," she said. "He was lucky."

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JAN-19-89

2nd TOT NABBED WITH WEAPON AT BRONX SCHOOL

By MARK MOONEY
and TIMOTHY McDARRAH

A first-grader was found with a steak knife yesterday at the same Bronx elementary school where a kindergarten student was caught with a loaded automatic pistol last week, police said.

And in two separate incidents at a Manhattan high school, two 15-year-old students were slashed by intruders and a 16-year-old student was arrested for carrying 10 vials of crack.

Board of Education spokesman Frank Sobrino said the knife, which had a 4½-inch blade, was discovered at PS 93 in the same way the gun had been — "the teacher went over to the child and disarmed him after another student saw the weapon."

Sobrino added: "This is unheard of. Two weapons incidents like this in such a short period in an elementary school is extraordinary."

The incident unfolded at 9:15 a.m. in an art class at the school on Story Avenue in the Clasons Point section.

The 6-year-old boy was not identified, nor was the teacher.

The boy's mother came and took him home, where he will stay on suspension for a maximum of five school days.

On Jan. 4, Melvin Carruthers was caught with a loaded .25-caliber pistol in the school's cafeteria. He was back in school yesterday.

At Mabel Dean Bacon HS on Second Avenue and 15th Street, the crime wave began about 1 p.m. when a 16-year-old student was arrested for carrying 10 vials of crack, police said.

The student was identified by school sources as Enrique Monteverde.

Then, at 3 p.m., six intruders pushed their way through the front door looking for a 15-year-old student, and found him.

The unidentified victim was slashed in the head. When three other students came to his rescue, they also were cut, police said.

The victim and another 15-year-old were taken to Beth Israel Hospital, while two others were treated at the scene and released.

One of the intruders, Ernest Ballestero, 16, of 701 Willoughby St., Brooklyn, was captured carrying a knife, police said. The other five escaped.

Crime & Violence

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APR-1 -87

1st-grader brings loaded 'toy' pistol to classroom

By Mike Martindale
News Staff Writer

A Detroit first-grader brought a loaded, semi-automatic machine pistol to school Tuesday.

He thought it was a toy.

The teacher found out it was a 9mm Mac-10 with 26 live shells in the magazine after he asked her to help him find his lost "toy gun."

The teacher told police the 6-year-old boy brought the Mac-10 to class at Biddle Elementary School, 4601 Seebalt, on the city's west side.

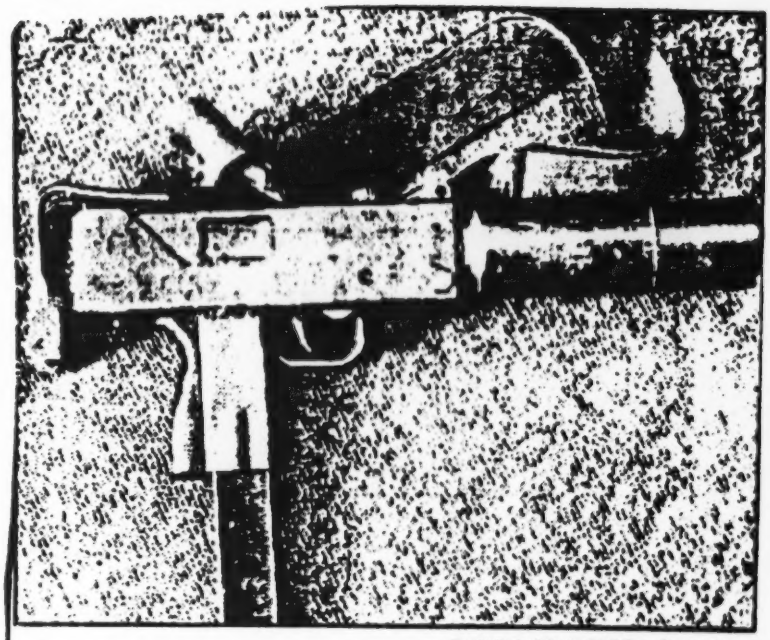
Police would not identify the boy or the teacher.

Tuesday morning, the boy either misplaced or lost the weapon. "He was asking, Where is my toy?" said police Insp. Fred Williams.

The boy described his "toy gun" to his teacher and she searched the room until she found it on a shelf, Williams said.

The weapon was turned over to police.

Please see Toy/7A



DUANE E. BELANGER/The Detroit News

A Mac-10 automatic pistol similar to the one shown was brought to class

Toy

1st-grader brings loaded 'toy' gun inside classroom

From page 1A

Williams said police are trying to determine where the weapon came from and how the boy got it.

"We are working on it right now," Williams said. "Someone will be charged in this. You can bet on that."

Lightweight, compact, easy to conceal and modify to illegal fully-automatic weapons, the Mac-10 and other similar guns have been favorites of some drug rings, police said. In 1984, police said they were used in 10 Metro Detroit killings.

Three years ago, Kelly Crittendon, 13, was fatally shot as she was sitting at her desk in the eighth-grade classroom at Precious Blood School in Northwest Detroit. She was shot in the head when a handgun a classmate had brought to school accidentally discharged.

And, so far this year, eight youths aged 17 and younger have been killed by gunfire in Detroit. Another 112 youths have been wounded in city shootings.

News Staff Writer Jim Tittsworth contributed to this report.

Gunshots echo around schools

NEW YORK, N.Y.
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■ **Dec. 15, 1987:** Sheenan Anthony, 16, is shot in the hand in an electrical shop class in William Grady Vocational-Technical High School in Brighton Beach, Brooklyn. The gunman is a 15-year-old boy showing off his pistol.

■ **Dec. 23:** A 15-year-old student is shot in the leg during a typing class at Murry Bergtraum High School in lower Manhattan. Paul Pullar, 16, of the Bronx, a student at the school, is arrested on assault and weapon charges.

■ **Jan. 14:** Owen Miller, 14, is shot in the face as he leaves Intermediate School 320 in Brooklyn's Crown Heights section when he is caught in a crossfire between two warring groups of older boys.

On the same day, Kirk Liwin, 18, is shot in the leg with a .38-caliber pistol during a gunfight between two groups of boys outside Springfield Gardens High School in Queens.

■ **Feb. 4:** Joanne Walters, 13, an eighth-grader at Intermediate School 292 in Brooklyn's East New York section, suffers a graze wound of the head after a 13-year-old classmate pulls a .38-caliber pistol from his knapsack and twirls it on his finger, causing it to discharge accidentally.

■ **Feb. 8:** Santos Almondovar, 16, shoots himself in the leg during a ninth-grade science class in Junior High School 45 in East Harlem. Almondovar says he was checking out the 25-caliber pistol a 16-year-old friend brought to school.

■ **Feb. 10:** A 13-year-old eighth-grade boy is arrested when he is caught carrying a fully loaded sawed-off shotgun in gym class in Intermediate School 74 in the Bronx.

More than ever before, the shocking sound of gunfire has been heard in New York City's public schools this winter, as increasing numbers of kids – younger and younger kids – are packing pistols in school.

Worried school officials confirm the deadly trend. Not only has there been an increase in the number of guns seized in recent weeks, the officials say, but the new weapons are more powerful and sophisticated than in the past.

Not just zipguns

"Not only are kids carrying more guns, but there are increasing instances of the guns being fired," said Ed Muir, the security expert for the United Federation of Teachers. "I mean, it's one thing for a kid to walk around with a pistol as a sort of male totem. But it's another thing to use that gun to shoot holes in people."

"And it's not zipguns and Saturday night specials any more – we recently picked up a .357 magnum," says

ARMED STUDENTS

Number of weapons possession reports at ten junior high and ten high schools for the last three years. Number in parentheses shows rank each year. Figures do not allow for differences in school populations.

■ JUNIOR HIGH SCHOOLS

	'86-'87	'85-'86	'84-'85
IS 291	24 (1)	23 (1)	24 (1)
IS 166	22 (2)	13 (3)	23 (2)
IS 275	21 (3)	8 (14)	15 (34)
IS 265	19 (4)	6 (14)	7 (25)
IS 271	18 (5)	12 (6)	11 (8)
IS 167	18 (6)	4 (42)	9 (11)
IS 93	16 (7)	7 (19)	11 (8)
IS 281	15 (8)	11 (7)	4 (47)
IS 218	13 (9)	7 (19)	7 (28)
IS 57	12 (10)	9 (12)	6 (60)

■ HIGH SCHOOLS

	'86-'87	'85-'86	'84-'85
Tilden	40 (1)	39 (1)	36 (4)
Prospect Heights	40 (1)	14 (17)	50 (2)
Boys	28 (3)	26 (7)	13 (34)
Hale	26 (4)	17 (15)	12 (31)
Theo Roosevelt	26 (4)	39 (1)	36 (1)
Thomas Jefferson	25 (6)	19 (12)	3 (68)
George Washington	24 (7)	30 (5)	36 (3)
Walton	22 (8)	4 (55)	15 (21)
Curtis Clinton	22 (8)	29 (10)	21 (16)
James Monroe	22 (8)	37 (6)	22 (13)

Source: Board of Education

Bruce Irushalmi, director of the Board of Education's Office of School Safety.

Irushalmi also says: "We're sensing a significant increase of weapons cases in junior highs. I don't know why, but I'll tell you one thing—the accessibility of guns in junior highs is alarming. We've got a real problem here."

Many school officials say they are worried. So far, they say, the number of incidents involving guns in schools is relatively small. But guns are depressingly common on the streets, and what exists on the streets eventually finds its way into the schools.

Officials also say many of the most dramatic incidents involving guns and other weapons are too recent to show up in the latest statistical tables, which cover the school year that ended last June.

The Board of Education counts gun possession cases in an overall category of "weapons" found in the schools.

The vast majority of weapons cases involve knives and razor-type instruments, but officials believe statistics for the current year will show a rise in the percentage of gun cases.

They also say they can't now predict whether there will be an increase in the overall number of weapons cases.

If there is an increase in weapons cases, it would reverse a trend—there has been a steady decrease in the number of weapons cases since 1981; last year, there was an insignificant increase—from 1,487 in 1986 to 1,495 in 1987.

If Irushalmi is upset about the potential danger of guns in schools, most principals are bothered more by the publicity generated by recent gun cases.

"This is a peaceful, quiet school," protested Dr. Robert Schain, principal of Brooklyn's George Wingate High School, which turned up in one recent story about guns in schools. "When I took over 18 years ago, this was one of the worst schools in the country. Now it's one of the best. A few kids might carry knives, and I think last term we caught one kid with a gun. But when they're caught, they're suspended immediately."

Despite Schain's optimistic view, Wingate has been on the top-10 list in the overall weapon possession category for the last three years.

There are no clear answers to questions of how the school system can rid itself of guns and other weapons.

Irushalmi says there will be more guards in the schools next year. At present, about half of the city's elementary schools have one uniformed guard each, each junior high has at least two and high schools have from five to 15 guards each. He says he hopes that next year, each elementary school will have a guard.

No easy task

But it will take more than guards to solve the problem—at best, more guards will mean that more guns are found. The best way to solve the problem, the experts say, would be to stop kids from bringing the guns into schools in the first place, and to banish repeat offenders. That is easier said than done.

"There's really very little you can do to keep weapons out, but if you do find a kid with a weapon, you proceed with the chancellor's regulations," said Everett Kerner, principal of Samuel Tilden High School in Brooklyn's East Flatbush section, which has led the list of high schools for the last three years in the category of weapons possession cases.

"If the weapon is a gun, then it means a superintendent's suspension, and the police are notified.

"Honestly, I think we have enough security in the building," Kerner said. "But even security isn't the answer to the problem. The answer is outside the school, in society, and what happens outside in society ... I cannot answer for that."

Irushalmi agrees. "I look at this question, and I just don't believe we can solve this issue in schools and let it stand in the rest of society. If we're ever going to solve this, it's going to take some major efforts on the parts of many, many people."

Teen & Uzi nabbed

School finds weapon

By PATRICE O'SHAUGHNESSY and BOB KAPPSTATTER
Daily News Staff Writers

A Roosevelt Island teenager was nabbed inside a Lower East Side junior high school yesterday toting an Uzi submachine gun loaded with hollow-point bullets, police said.

Alan Alston, 18, of Main St. had the 9-mm. machine pistol in a red canvas gym bag, according to Officer William Fetting. He said the gun had a magazine containing 28 rounds of copper-jacketed, hollow-point bullets, which expand into jagged shards on impact.

Alston was collared after students at JHS 25, at 145 Stanton St., told a guard they saw the teen flashing the gun, police said. When Alston was approached by a guard and asked what he had in the gym bag, he bolted. The guard caught him and called police.

Alston is a student at Park West High School on W. 50th St., which last year drew attention with stories of students casually carrying knives and guns into the school..

A Board of Education spokesman said Alston was applying for a transfer to Lower East Side Prep, an alternative school for older students with academic problems or who have dropped out and want to resume their studies. It is housed in the JHS 25 building. The board spokesman did not know what grade Alston was in.

Police, who charged Alston with possession of a deadly weapon, also added a burglary charge, saying he had entered the building using a request to see the guidance counselor as a subterfuge.

HEAVY METAL: Alan Alston was arrested in East Side school yesterday with loaded Uzi submachine gun. Officer David Grice holds gun.
CARMINE BONOFIDO DAILY NEWS

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KIDS ON DEFENSIVE

By JOANNE WASSERMAN
Daily News Staff Writer

AS THE NUMBER of guns appears to be rising in city schools, officials report another dangerous phenomenon: Parents are telling their kids to go to school armed for self-protection.

"A lot of parents in my district are telling their children to carry weapons," says Levander Lilly, superintendent of Brooklyn's District 19. "They give their children weapons to protect themselves when they leave the tenements."

Last year the Board of Education counted 4,895 incidents in which weapons were found in the school system. The vast majority of the weapons were knives, razor blades, box cutters, utility knives and other sharp instruments.

It is those kinds of weapons that, officials say, kids are carrying to protect themselves or because their parents believe they need protection.

Lilly says the most common weapon carried by young children is a boy scout knife. Typically, he says, parents buy the knives for camping trips but wind up telling children to take them along when they leave home.

"Sometimes we shock ingly bear of parental approval of weapons," says Board of Education security director Bruce Irushalmi. "But if a parent is condoning this what are they saying?"

Which schools report the most weapons cases?

Statistics show that incidents involving weapons are most heavily concentrated in rough neighborhoods.

THE NUMBERS indicate that the 10 junior highs and 10 high schools reporting the most incidents last year accounted for 275

See STUDENTS Page 20

STUDENTS FROM PAGE 5

weapons cases, 20% of all the cases citywide, although they are only 7% of schools at those levels.

Statistics also show that while the number of incidents citywide has remained stable over the last few years most schools on the top 10 lists have experienced sharp increases—particularly among junior highs.

Last year those schools reported 178 incidents. Two years ago it was 107.

Many public school kids believe there is a real need for protection, at least on the street.

For the last three years Intermediate School 391 in Brooklyn's Crown Heights has reported the highest number of weapons cases among junior highs.

There were 24 incidents last year and this year there have been 26 cases.

Pupils at the school on East New York Ave. say kids carry knives, chuka sticks, razor blades and imitation pistols, to feel protected from high school students and from each other as they walk to and from school.

Rarely, the students say, are the weapons used.

"Most of the time, it's to show off," said Mike, 13. "If somebody's real mad, they might threaten somebody outside the school."

"They carry it because of their jewelry," said Devon, 14. "They wear big chains, big rings. They think people are going to take it."

"There are a lot of big kids in this school that are bullies," said Toya, 14. "If there's a fight, sometimes the little kids bring it to show."

Whether their fears are justified, said Principal Maishe Levitan, "the youngsters don't feel safe at dismissal time," adding that the school has plenty of security officers and has sealed off many exits.

Ken Campbell, president of the Parents Association at IS 391, expressed shock when he learned of the number of weapons possession cases at the school. Campbell does not believe school officials discourage students strongly enough from carrying weapons.

"They are not tough enough with these students," Campbell says. "Punish them... Make them scrub the gym floor."

LONG BLADE: It was this big a Mahalia Jackson Junior High School student says in describing a knife a classmate brought to the Brooklyn school.

MONICA ALMEIDA DAILY NEWS

Schools Seize More Weapons; Officials Blame Drug Trade

By Emily Sachar

The number of weapons confiscated in the city's schools this year has increased at least 10 percent, and a ranking school official yesterday blamed drugs, particularly crack, for the increase.

Bruce Irushalmi, director of the Board of Education's Office of School Safety, also said he is "increasingly worried" by the lethal types of weapons carried by students — everything from brass knuckles to sharp-edged, metal, martial arts throwing stars, and more than a dozen types of guns, including .357 magnum revolvers and so-called pin guns that shoot .22-cal. bullets and that can be easily concealed in the palm of a hand. All of the weapons can kill, Irushalmi said.

In addition, the number of students injured by guns has skyrocketed this school year, with more than 10 incidents recorded in the last six months alone.

Irushalmi said the use and possession of weapons in the city schools has become so severe a problem that Chancellor Richard Green is considering installing metal detectors in several of the most dangerous city schools. During this school year, Irushalmi estimates, at least 1,650 weapons will be confiscated by school safety officers. During the 1986-87 school year, 1,495 weapons were taken from students.

The weapons issue has intensified in recent months with the reports of several dramatic incidents involving guns in schools.

School officials attribute the increased presence of weapons to drugs and the crack trade. "We know it's linked to drugs . . . we know narcotics and drugs are coming awfully close to the school yard," Irushalmi said.

Green "sees metal detectors as an absolute last resort, but still a resort he's considering," Irushalmi said yesterday

GUNS on Page 23

Lessons in Trouble

The high schools and junior high schools reporting the most serious incidents in 1986-87. Serious incidents include weapons possession, drug possession, assault, robberies, rapes and other felony offenses.

High school Rank	Borough	# Incidents 86-87	85-86	Rank 85-86
1. Jefferson	Brooklyn	87	51	8
2. Eastern District	Brooklyn	80	84	5
3. Andrew Jackson	Queens	58	36	20
4. Samuel Tilden	Brooklyn	57	61	8
5. Theodore Roosevelt	Bronx	55	80	1
6. Flushing	Queens	52	47	11
7. [illegible]	Brooklyn	49	46	10
8. [illegible]	Bronx	47	46	10
9. [illegible]	Brooklyn	47	71	2
10. [illegible]	Brooklyn	40	58	16

Junior High Rank	Borough	# Incidents 86-87	85-86	Rank 85-86
1. JHS 278	Brooklyn	52	23	6
2. JHS 271	Brooklyn	41	30	1
3. JHS 285	Brooklyn	30	15	7
4. IS 167	Bronx	30	17	12
5. JHS 166	Brooklyn	27	20	7
6. JHS 291	Brooklyn	26	18	8
7. IS 391	Brooklyn	24	27	4
8. JHS 53	Queens	23	8	14
9. JHS 286	Brooklyn	22	14	9
10. JHS 127	Bronx	20	24	3

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Schools: Blame Drugs for Weapons

GUNS from Page 3

at a City Council education committee hearing on weapons in the schools. He said that the detectors' cost, the difficulty in using them and constitutional questions concern the chancellor.

Irushalmi said that Green would prefer to solve the weapons problem by improving training for the school system's 2,060 unarmed safety officers and by improving student and parent education programs.

But, Herbert E. Berman (D-Brooklyn), head of the council's education committee, termed those solutions "platitudes. I'm sick of hearing that more training and more education will do the trick."

A pilot project testing metal detectors and costing roughly $100,000 could begin as early as September, Irushalmi said, but added he is skeptical that metal detectors are feasible. One of the board's main concerns, Irushalmi said, is that the searches may deprive students of constitutional liberties. "We still need more legal advice on this topic," Irushalmi said.

However, the U.S. Supreme Court ruled in 1985 that teachers and administrators do not need "probable cause" to inspect students' book bags or purses. And, since 1974, schools in New York state have been governed by a Court of Appeals decision saying that school officials have broad authority to conduct searches aimed at preserving the safety of all students.

Irushalmi said he also is concerned with the logistical problems of passing students through one or two metal detectors in the 15-minute period between a building's opening to students and the start of classes. The average city high school has 3,000 students, and the typical junior high has 1,000 students. Finances are also a concern, with metal detectors costing an average of $5,000 each.

Irushalmi said a philosophical issue also is raised by the "siege-like" environment created in a school when metal detectors are imposed. "I don't know that a child's first juncture at the schoolhouse door should be a metal detector," Irushalmi said. "It doesn't create a good image."

Berman retorted: "Neither do school crime statistics."

The Board of Education classifies as weapons some items, such as pocket knives, that are not considered weapons by the Police Department. Students caught with weapons are either arrested, suspended or warned, depending on the offense and the judgment of the school principal.

In March, 17-year-old Edward North was shot in the back with a .38-cal. handgun at Prospect Heights High School in Brooklyn. The shooting followed a verbal standoff with another student the day before; when the students returned to school, both carried weapons, police said. And in February, a 13-year-old student at IS 292 in Brooklyn was shot in the head after another student's revolver accidentally discharged.

A panel of school principals attending yesterday's hearing as witnesses on the weapons problem reacted skeptically to the imposition of metal detectors.

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Front Page | Edit Page | Other Page

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State schools clamp down on weapons

By LESLEY COLLINS
Tribune Staff Writer

The crack of gunfire that rang across Pinellas Park High School Feb. 11 has reverberated around the state, stirring school officials to clamp down on students who bring guns on their campuses.

That fatal shooting of a Pinellas Park High assistant principal, along with increasing numbers of weapons found in their schools, has spurred school officials in the Tampa Bay area and elsewhere to review their policies on weapons and to impose tougher sanctions on violators.

School officials in some counties have decided to begin imposing extreme punishments, including expulsion, for comparatively mild gun violations or for students who carry realistic toy guns.

Some school faculties are conducting public relations campaigns to warn students about the tougher penalties, and they're planning to rely on police for enforcement of weapons rules.

In at least one school system, Duval County, school administrators have instituted random metal detector searches of students in an attempt to stem a rising tide of guns on campus.

"We have more guns than we have people in America, and there's no sign of it slowing down," said William Alexander, director of student services for Pasco County schools. "We are experiencing a moment in time that no other society or culture has experienced. It's a new game, and we intend to deal with it differently than we have in the past."

No school official in the state is more aware of that societal upheaval than Pinellas County School Superintendent Scott Rose, who is drafting the final critique of Pinellas school administrators' response to the shooting. The tragedy marked the first gun battle ever in a Pinellas public school.

On Feb. 11, 15-year-old freshman Jason Harless fired several

See SEARCHES, Page 4B

Duval calls detectors successful

By LESLEY COLLINS
Tribune Staff Writer

JACKSONVILLE — On the morning of March 2, four police officers corraled a group of 75 high school students as they headed to classes at the John E. Ford Career Center in downtown Jacksonville.

The officers formed the students into two lines, turned on battery-powered metal detectors and started scanning the teen-agers one by one.

Before the officers reached them, two students pulled loaded handguns from their clothing and dropped them on the ground.

That was the first random metal detector search ever in a Florida public school. Before it took place, Duval County school officials had been confiscating handguns on their campuses at an average of two a week, according to the school system's chief of security.

Since that search, they

See GROUP, Page 3B

Searches part of gun crackdown

■ From Page 1B

shots across the school's crowded lunchroom, wounding three faculty members and sending hundreds of students diving behind tables. Assistant Principal Richard W. Allen, hit in the head, died six days later.

Rose's critique will address suggestions by parents, police and school officials about how Pinellas County can ensure that no such incident ever happens again.

The suggestions include those being considered by other school systems: metal-detector searches; letting police investigate and confront students suspected of having weapons; and imposing suspensions of up to 10 days, and possibly expulsions, for students caught with toy guns.

Pinellas school officials have confiscated 10 guns in eight separate incidents in schools so far this school year, compared with four incidents in all of last year, school officials said.

Meanwhile, school administrators in Manatee, Highlands and other counties are checking their weapons policies for possible loopholes. The Hillsborough County School Board plans to do the same at its April 26 workshop meeting.

In Highlands County, a recent surge in school violence and concealed handguns spurred officials there to assign 16 sheriff's deputies to patrol its three high school campuses. After a week of strict hall monitoring, the number of deputies was pared to four March 21.

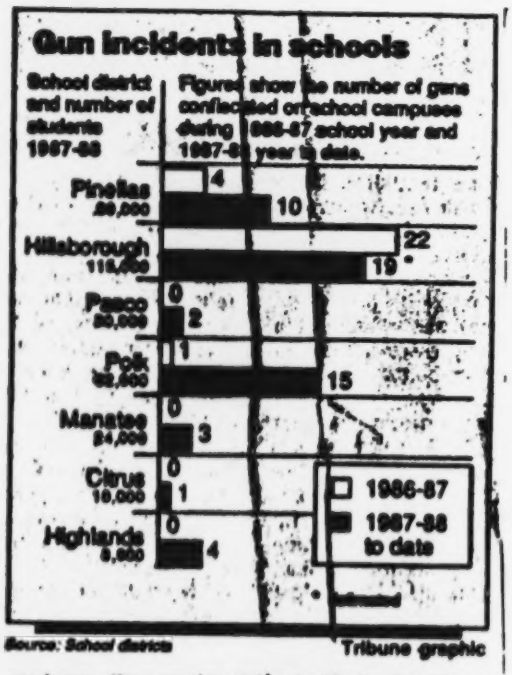
And Highlands and Pasco counties' school districts both are beginning to mete out severe punishments for students caught with any kind of gun, regardless of the circumstances. On Tuesday, one student in each of those districts suffered the consequences of those new, tougher directives.

A Ridgewood High School senior in New Port Richey and an 18-year-old Lake Placid High School student in Highlands were suspended and face possible expulsion for having guns stowed in their pickup trucks while on school property. Neither student threatened anyone with the firearms or apparently intended to do so.

The Ridgewood student had a pellet rifle displayed in the back window of his truck, while the Lake Placid student had been target practicing earlier in the day with a 12-gauge shotgun before driving to school.

Pasco school officials said they historically have avoided expulsion as a disciplinary measure in non-violent weapons violations. But no more.

"We don't care if the gun is loaded, unloaded, broken or functional," Alexander said. "We don't care if it's a squirt gun. If it closely resembles a real gun, then you're going to be dealt with extremely and possibly expelled."



Alexander said his district's weapons crackdown was precipitated by the Pinellas Park High shooting. But the process accelerated March 5 after Hudson High School officials found a loaded .357-caliber Magnum handgun in a 15-year-old honor student's purse.

Pasco principals were notified of the tighter disciplinary measures two weeks ago, he said. Meanwhile, the school board attorney is reviewing a proposed policy that would require school officials to defer to police in cases of students suspected of possessing firearms.

In Polk County, school administrators took a similarly tough stand earlier this year because of a sharp increase in numbers of students bringing guns to school.

In the first seven months of the 1987-88 school year, Polk school officials counted about 15 student firearm violations — compared with one during all of last year.

Those statistics prompted them to take one of the most stringent disciplinary stands in the state: Students found carrying guns are recommended for expulsion for the remainder of the current school year and all of the following school year. Unlike most districts, expelled students in Polk are not allowed to enter alternative programs such as evening adult classes.

Polk administrators make sure the county's

62,000 students know what's at stake if they decide to violate those rules.

"We have announcements on the school (public address) systems two times a week telling them that anyone caught with any type of weapon is facing expulsion," said Bill Duncan, executive assistant to the superintendent for Polk County schools. "If they defy that, they're just asking for it."

The Palm Beach County School District, about the same size as the Pinellas system, touts the success of its 4-year-old program of conducting random searches of student lockers and parking lots with dogs. School officials use six Labrador retrievers to sniff for narcotics, alcohol and weapons — by detecting the gunpowder in bullets.

Martha Jones, operations coordinator for the school district's security department, said the dogs hit each of the county's 13 high school campuses at least once a week.

Still, the district's campus police handled 77 weapons cases last year and 64 weapons cases so far this year, Jones said. This year's figures include seven confiscated firearms — a rifle, a BB gun and five handguns.

Other weapons seized in Palm Beach County schools over the past two years have included table knives, a dart gun and a blackjack — pieces of leather-enclosed metal with straps for a handle.

"We had one student who brought a meat cleaver to elementary school" with the intent of intimidating a classmate, she said.

Many school officials statewide link the increase in guns at school to Florida's new gun law, which went into effect Oct. 2. That law replaced a host of conflicting local ordinances governing guns with a more general state law that makes firearms more accessible to the public.

One Orange County school official pointed to the growing urbanization of many areas of Florida. Others note the increasing acceptance of guns in the home.

"The kids see it on TV," Martha Jones said. "They see it on the street. They see their peers doing it."

No matter what the reasons, Johnny McKenzie, director of security for Palm Beach County schools, said school employees were urged to become more conscious of student behavior and school rumors in the aftermath of the Pinellas Park High shooting.

"I've cautioned our security personnel to create a new awareness among schools," McKenzie said. "Little Johnny out there might have more than a candied apple in his pocket."

RICHMOND, VIRGINIA
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School weapons check urged

By Chuck Epes
News Leader staff writer

Richmond school officials found 40 guns in school buildings last year.

Sixty knives, razors and box cutters also were found.

So far this school year, 11 guns have turned up.

Richmond School Board Chairman Leroy R. Hassell thinks it's time to do something about the problem.

Last night, he offered his board colleagues two proposed policy changes for consideration.

One would require principals to report to police any student with an illegal weapon at school. School employees also would be required to assist in the prosecution of weapons cases.

Hassell's other proposal would require two surprise locker searches every semester.

Board members said today they share Hassell's concerns but aren't sure how effective his suggested policy changes will be.

Vice Chairman Meda S. Lane called the proposals a "starting point" for discussion.

Roger K. Clark said school officials already are notifying police and searching lockers and added that making them formal policies may be "a moot point."

In an interview after last night's board meeting, Hassell said, "I am disturbed about the number of weapons that are brought into our schools. I am very, very disturbed and feel a sense of frustration in our seeming inability to reduce the problem."

Hassell called the number of weapons incidents an approximate because he had obtained them from numerous administrative reports to the board.

The board's policy committee, on which Hassell sits, will review the proposals and possibly expand them, the board chairman said. He even is willing to discuss installing metal detectors at schools, he said.

Student conduct rules now require an automatic recommendation for expulsion for any student with a gun at school.

In addition, current administrative practice calls for principals to notify police when weapons are found in schools, said School Superintendent Lois Harrison-Jones. The practice has been in place since 1978, she said, and Hassell's proposals only would formalize it into policy.

But Hassell said he has received calls from teachers and Richmond Education Association officials complaining that some principals are not reporting weapons incidents to police or are unwilling to participate in the prosecution process.

Asked why, Hassell said, "My guess is they don't want to give their schools a bad name."

Dr. Harrison-Jones said that if principals are not notifying police, she is unaware of it.

Hassell said he has "agonized" for two years about whether to discuss the issue publicly, but for him the dangers outweigh concerns over school image.

"We have a problem, and we must deal with it," he said. "I can't worry about the public image ... I'm more concerned that we have a safe environment in our schools. ... At some point ... you have to stand up an bite the bullet and do what you believe is best."

Hassell said he has discussed the matter with Commonwealth's Attorney Aubrey M. Davis Jr. and City Manager Robert C. Bobb, and both agree the school board needs to take "more aggressive action." Hassell added he thinks teachers and citizens will applaud the effort.

Like other board members, Melvin D. Law said he supports the thrust of Hassell's conerns. However, he emphasized that school administrators already involve police in weapons incidents and search lockers.

"That procedure, to my knowledge, has been followed. To the extent that a policy change will reaffirm" those practices, Law said he could support the changes.

Still, he said it is important to keep the problem of weapons in perspective and added, "99 percent of our boys and girls come to school and behave as expected."

☐ See Weapons, Page 1B

In other action last night, the board voted to hire Peat, Marwick, Main & Co. to conduct a review of the size of the school administration.

The $67,500 study will look at the number of administrators, the jobs they do, the people in those jobs, and whether there is duplication of efforts.

The need for the consultant's study stems from criticism that the city school administration is too large, Hassell said.

He said he has been questioned frequently by city residents, members of City Council and the city's General Assembly delegation about the number of school administrators and added that an independent study should "put this issue to rest."

The study will include top administrators down to the level of building principal. Based on the consultant's report, "the board will take appropriate action," Hassell said.

Dr. Harrison-Jones has denied any suggestion that the schools have too many administrators, although she has conceded Richmond schools may have more than surrounding school systems.

That's because city schools offer more and larger programs for special-needs children than other localities, she has said. More programs require more administrators, she had added.

Hassell said he has his own questions about the size of Dr. Harrison-Jones' administrative staff but admitted he is "no expert and that reasonable people will differ."

However, he pointed out that the REA has endorsed the need for a management study.

Law was the only board member who opposed the study move. He said afterward he could not support hiring Peat, Marwick, Main & Co. because four other consultants had submitted lower bids for the work.

Students Speak Out: *Why do some students bring weapons to school?*

There have been numerous reported incidents in recent years of high school students carrying guns, knives and other weapons to school. What are the reasons some students feel the need to bring weapons into the school environment? What should be the penalty if they are caught?

Students feel they need to bring weapons to school primarily for protection.

Most students think that the school is an unsafe place and they need more protection than just a security officer. Nowadays, so much is happening in schools, such as drugs and shootings, and nobody knows who is going to be next. Also, students just like to take the law into their own hands and try to protect themselves.

I feel that the penalty for bringing weapons to school should first be a suspension and then expulsion for a second offense. I do not believe that any student needs to bring weapons, no matter what the reason. There is always another way to solve the problem.

Students need to stop bringing weapons to school. It's not safe for themselves or for others around them. There is not that much danger around that they cannot find help from someone in the school, such as the principal or security officer.

CRICHELLE RIVERS
Fairmont Heights

There are many reasons why some students may feel they need to bring weapons to school. One of the reasons is to impress their friends and other students . . . to show that they have a lot of money. The second reason is to show they know people in "high places," such as drug dealers. The third reason is to get everyone's attention . . . to say, "if you mess with me, you'll be shot." The fourth reason is to show people that they are drug dealers. And these are just four of the reasons why students bring weapons to school.

LESTER SMITH
High Point

Some people carry weapons on school property so that they will give the impression that they are bad, or make people think that they are drug dealers, hustlers. Some people think that being known as a hustler is cool.

On the other hand, some may carry weapons to feel secure or to feel protected. They might feel superior to everyone if they are carrying a gun or a knife. They might have gotten in a fight and been threatened with, "wait until school tomorrow." They bring a gun or a knife so they will be protected.

No matter what the reason for having a weapon, if one is found, it should be confiscated. Then the principal should have a meeting with the student and, depending on the circumstances, should meet with the parents.

CHRISTINE MONDI
Friendly

In our violent world, with murder rates climbing in D.C. and drug-related crimes unrelenting in P.G. County, I feel that I need protection. Who can we blame for our hysteria? Perhaps TV, movies, papers? No, I don't think so, because the reality is that we are to blame. Reality is being mugged in a school parking lot or pumped in a corridor. Maybe I haven't been exposed to this, but I know friends who have.

As for a penalty; I don't know. As for regulations; I don't know. I think the school administrators should decide that. The bottom line is that no one has respect for our criminal justice system. Perhaps a better deterrent would be a change in the attitudes of students.

Maybe I'm a cynic, but I'm a realist.

BONNIE ROWE
Pallotti

Students bring weapons to school because they feel they need them for protection. Many students are bused to school and feel uneasy. They feel that if they went to school in their own neighborhood, they would be safer.

At the same time, other students live in neighborhoods where violence is a part of everyday life. They are constantly threatened by conflicts between gang members who may attend the same school. They know the police can only do so much. This is an example of the society we live in; where people resort to violence as a release for stress.

I feel the penalty for bringing a weapon to school should be immediate expulsion. If more students realized that school is a place that will not tolerate this behavior, it might become a "neutral zone" for the gangs.

JEAN-MARC MILLER
Bowie

Students bring weapons to school because it gives them a sense of security. Some feel so secure that they feel like they own the school and that nobody will challenge them. It's a tragedy, though, that most don't realize that this is a false sense of security.

Sometimes they bring weapons just to impress their friends or girlfriends, and sometimes they bring them to school because it makes them a "man."

There should be stricter rules regulating the influx of weapons in high schools. Students who are caught with such weapons should be punished by calling their parents and having them serve detention. There should be a maximum of two warnings and, if caught a third time, the student should be expelled.

DARRELL HAY
Oxon Hill

During my school years, I have never actually seen or heard of anyone purposely bringing a weapon to school. In many cases, students accidentally bring the weapon. Most of the time, they leave it in their pocket by accident and forget it there the next day. In this case, they should be allowed to turn the weapon in to an administrator without receiving any type of penalty.

Those who do bring weapons on purpose must have a pretty good reason to do so. They are either involved with drugs or in some sort of gang. The school environment, itself, also plays a major role. In my school, there is no such need for weapons, but in schools highly populated with drugs or gangs, there are weapons to be found. Another reason may be self-defense. If there is such a need, if a student has such problems with his or her peers, then maybe that person should transfer to another school.

The penalty for being caught carrying a weapon should be a strict one. A student with the intention of harming, or actually harming, another student should be removed from the school and placed where he or she may not get in as much trouble. If they cause problems again, well, then maybe they need some sort of professional help. Harming another student with a weapon is a serious matter and should be handled very strictly.

CHRIS STONE
Frederick Douglass

In my opinion, students have been carrying guns because of increased drug traffic. More and more, students feel safer around drugs and the drug pushers if they have a weapon of some sort on hand.

Another reason could be the racial factor. Many times, gangs of one race may jump a person of another race. So, students feel a weapon is an "equalizer."

If a student is caught with a lethal weapon, the penalty should be depending on the circumstances. If the circumstances are minor, the officials should confiscate the weapon and give a small suspension. On the other hand, if the weapon is being used in a threatening manner, the charge should be put in the hands of the police.

KRISTA KLINGER
Parkdale

Students, and teen-agers as a whole, feel the need to have some sort of status among their peers. Many teen-agers want to come across as having popularity, some superiority to others, by the clothes they wear, their flamboyant jewelry and the cars they drive. Teen-agers are faced with the drug dilemma, which seems to be the reason so many young lives have been taken by the use of guns. The homicide rate has increased, rather than decreased, in a year's time.

The carrying of any form of weapon into a place of education is reprehensible. Solving disputes which occur in another setting in the school is very wrong. The ammunition carried by teen-agers has greater power than that carried by an average police officer.

Some teens have a misconception of violence gotten from movies and television—thinking it's okay to carry weapons, that it gives them character. Those who carry weapons should be expelled. Let the proper authorities decide on further penalties.

YOLANDA ANDERSON
Central

I feel that students bring weapons to school because they feel intimidated and threatened occasionally.

While some students bring weapons only if they are going to get in a fight or if there is someone after them, others bring weapons with them every day, "just in case."

I feel that the penalty for possession of weapons should be stiff. As a student, I do not want to be in an environment where there are people with guns, knives or other weapons. Depending on the magnitude of the weapon, a student caught should be given either a long-term suspension or an expulsion.

MIKE BURDETTE
Laurel

I know many students who carry dangerous weapons to school for many different reasons. The most common reason is for protection in school and on the way home from school. The school policy is to suspend or expel students who have a weapon in school.

My feelings are split on the punishment deserved, because two years ago, I lost a best friend who was walking home when a boy stabbed her. I feel the penalty should be expulsion, but how will you ever know if they have a weapon if they are not checked before they enter the school building?

DAWN LAHR
Bladensburg

To put it bluntly, I think students bring weapons to school to save their own lives. They have a constant fear of being attacked, whether for money, for drugs, or for some other reason. They feel they need to bring a weapon with them to school.

To the outsider, this information may seem to be blown all out of proportion, or just a plain lie. The truth is that there are drugs in the schools. There are kids robbing other kids of their money and personal belongings. And these kids who are committing these crimes also carry weapons such as knives and handguns and they are not afraid to use them.

There's no doubt that we have a serious problem on our hands. I just hope we can find some way to solve it.

MICHAEL DIPPEL
Tall Oaks

I don't think there is any need for weapons in school because there are security guards to protect you if you have any problems. There really shouldn't be any fights in high school anyway because we are all mature and should not want to fight. It makes you look childish and stupid. Carrying weapons doesn't make you look any better or any more mature; in fact they make you look unintelligent.

NICOLE DUNNING
Burrottsville

"Speak Out" Topic For December 15:

Metro is scheduled to complete construction of its long-awaited Green Line around 1993, a development which will extend subway service into both northern areas of Prince George's County, with stops at Prince George's Plaza, Hyattsville, College Park and Greenbelt. What are the positive aspects of this development? What will be the negative effects? How will it affect the lives of Prince George's County residents?

Responses should be no more than 150 words in length and typed or written legibly. Political-style cartoons on the topic are welcome and should be drawn on posterboard. All submissions should include the student's name, school and grade.

Responses should be addressed to:

Weekly High Schools
The Washington Post
1150 15th St. NW
Washington, D.C. 20071

Deadline for responses is Monday, Dec. 5.